



# ACCESSIBILITY PLAN

Signed by: Chair of Governors	<b>Man Tsuey Tse</b> <b>Date:</b>
Headteacher	<b>Manjit Bringan</b> <b>Date:</b>

Written: September 2018

Review Due: September 2021

## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Whitehall Infant School aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Whitehall Infant School is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

<b>Increase access to the curriculum for pupils with a disability</b>			
<b>Objectives</b>	<b>Actions</b>	<b>Timescale</b>	<b>Success criteria</b>
Planning and delivery of lessons meets the needs of pupils with SEN / disability.	Ensure that lessons meet the needs of SEN(D) pupils, using strategies and advice provided by the SENCO and specialist professionals.	Ongoing	Needs of SEN(D) pupils is met in lessons and they are able to fully engage with learning and make good progress.
SEN / disabled pupils make good progress in relation to their starting points.	Monitor progress of these pupils in lessons. Analyse data termly to ensure good progress is being made and put in place actions as required to further increase progress and attainment.	Ongoing, but reviewed formally every term at data collection and analysis points.	SEN(D) pupils make at least expected progress and their attainment is at least in line with national attainment averages.
Ensure the school curriculum is fully accessible to all pupils, including those with disabilities.	During long, medium and short term planning: ensure that the curriculum and lessons are accessible to disabled pupils.	Ongoing	All pupils, including those with disabilities, can access all parts of the national and school curriculum, based on their current attainment and abilities.
Resources in the school include positive images of people with disabilities.	Review the current images available in the school. Purchase / locate images to be displayed and used in assemblies and lessons as part of the school curriculum.	Initial review Summer 2019 and then annually and continue to purchase / select appropriate resources dependent on budget availability.	All pupils are exposed to positive images and views of disabled people.
Ensure all school trips are accessible to pupils with disabilities.	When planning school trips and conducting staff pre-visit, ensure that all parts of the trip are accessible to any disabled pupils.	Ongoing for every school trip.	All pupils can fully take part in all school trips.

<b>Improve and maintain access to the physical environment</b>			
<b>Objectives</b>	<b>Actions</b>	<b>Timescale</b>	<b>Success criteria</b>
Continue to ensure that the school site is accessible to staff, parents and pupils as appropriate.	Regularly check the school site to ensure that it is as accessible as possible for staff, parents and pupils as it can be. In the case of new staff, parents and pupils with disabilities: conduct a physical survey of the school to ensure that it is as accessible as possible, making reasonable adjustments where this is financially and logistically possible.	Annually check the school site.  Physical survey as and when a new staff member / pupil / parent joins the school.	The school site is accessible to all.
Provide changing facilities for pupils who require toileting care due to a disability.	Purchase electrically rising and lowering changing table and locate in the accessible toilet of the year 2 block.	Autumn 2018	Pupils requiring regular changing due to their disability / medical needs, can be supported safely and with dignity.
<b>Improve the delivery of information to pupils with a disability</b>			
<b>Objectives</b>	<b>Actions</b>	<b>Timescale</b>	<b>Success criteria</b>
Ensure written and spoken school information is accessible to disabled parents.	Collect information regarding any relevant disability a parent has, so that we can ensure information is provided in an accessible format.  Upon request, for parents with visual impairment, provide written school information such as newsletters and information leaflets in larger print where possible. Upon request, for parents with hearing impairment, provide spoken information such as at parent workshops in a written format.	Begin Summer 2019  At the point of request	All parents can access key information about the school and their child's education, including how to support at home.
Ensure written and spoken information is accessible to disabled children.	In consultation with the Local Authority Sensory Impairment Team: adapt curriculum resources and teaching methods for visually impaired and hearing impaired pupils, dependent on their needs.	As required	All children can access curriculum resources.

## **4. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body.

