



Whitehall Infant School Accessibility Plan January 2015 to January 2018

This accessibility plan shows our commitment at Whitehall Infants to reduce discrimination, improve opportunities and achieve equality of opportunity and success for all. Schools are required to have an accessibility plan for disabled pupils who are currently on roll and in anticipation of any who may join. The Equality Act 2010 defines disability as when a person has a “physical or mental impairment which has a substantial and long term adverse affect on that person’s ability to carry out normal day to day activities.

This description covers physical disabilities, sensory impairments, such as those affecting sight or hearing, learning disabilities and also some specific medical conditions. Long term is defined as lasting, or likely to last, for at least 12 months. We are an inclusive school who strive to minimise any barriers which pupils with disabilities may experience and where possible remove them. We are committed to ensuring all children have the opportunity to participate in and contribute to all activities and experiences available. We want every learner to have the opportunity to develop high self-esteem, respect for others and positive and socially responsible behaviour, enabling them to play a full, happy and active role.

Mission Statement: Whitehall Schools, working in partnership with our community, are committed to providing quality education in a safe, supportive and stimulating environment. We value each person and encourage everyone to achieve their full potential.

Our Vision: Outstanding Learning for All

Contextual Information

There are 3 main areas to our school site - Reception Mobiles, Main Building and the New Building called the Nest which opened in 2013. All buildings are single storey and we have no stairs. Wheelchair access

At present we have no wheelchair users amongst our pupils, parents or members of staff.

Current Range of known disabilities

The school has children with a range of disabilities that include moderate and specific learning disabilities. We have a small number of pupils who have a hearing impairment.

Access to the Curriculum - Increasing the extent to which disabled pupils can participate in the school curriculum

We at Whitehall believe in providing a curriculum that is broad, rich, innovative and responsive to the different learning needs and styles of every child. The definition of curriculum is a broad one and includes all of the activities available including teaching and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities and school visits.

Target	Strategies	Timescale	Responsibility	Success criteria
Increase confidence of all staff in differentiating the curriculum	Review curriculum plans for identified needs Hold teacher surgeries in order to share advice and strategies CPD through PDM's	Autumn 2014	Inclusion Manager, SENDCo and Teachers	Curriculum differentiated to meet the needs of children with disabilities Reasonable adjustments made
Curriculum policies to include disability issues	Review all curriculum policies and include statements on disability equality issues for that curriculum area	Over 3 years as policies are reviewed	Subject co-ordinators	All curriculum policies include disability equality statements to ensure all children have access to the curriculum
Planning and delivery of lessons to meet the needs of children with disabilities	Lesson plans to include provision for identified areas of need Delivery to take account of disability needs Groupings in lessons to include all children Develop a resource bank of definitions and advice on how to accommodate and meet the needs of specific pupils Use of visuals in lessons	Autumn 2014	Inclusion Manager, SENDCo and Teachers	Lessons will be delivered to include the learning and teaching needs of all children Children will work in appropriate groups for different tasks Work will be suitable to need and include appropriate challenge A library of resources and contacts will be available to staff to support pupils with disabilities
Ensure disabled children participate equally in after school and lunch time activities	Class teachers to monitor children who do not participate and ask children/parents for reasons Train after school and lunch time club leaders to meet the needs of individual children	Ongoing	Inclusion Manager, SENDCo and Teachers	All clubs are accessible to all children with disabilities
All educational visits to be accessible to all	Ensure each new venue is vetted for appropriateness for the needs of the cohort who are visiting	Summer term – annually	Year group leaders / Teachers	All visits are accessible to all children with disabilities
Review PE curriculum to ensure PE accessible to all	Review PE scheme of work with consideration of current cohort of children	Ongoing	Year group leaders / Teachers PE Co-ordinator	All to have access to PE
Ensure accessibility of access to ICT equipment	Alternative equipment in place to ensure access to all hardware Liaise with VI / HI on information with regard to the visually impaired and hearing impaired pupils	Ongoing and as required	ICT co-ordinator	Hardware and software available to meet the needs of children as appropriate

Physical Access to Buildings

We at Whitehall Infants aim to improve and make the best use of school buildings and outdoor facilities for all users.

Target	Strategies	Timescale	Responsibility	Success criteria
Make modifications to school and classroom environment to ensure access for all children, staff and parents including wheelchair users	a) Carry out environmental audit with staff, parents, children and external advisors and also invite a wheelchair user to add to audit information b) Produce plan for site manager to make modifications to classrooms, playground, entrances and exits c) Using the Widgeit programme and a colour system, produce visual	Annually Ongoing From Jan2012 Spring 2012	Focus grp, Inclusion Manager, SENDCo Site manager Gov Body	School building and grounds accessible to children, staff and parents with disabilities The pupils will be able to

	representation signage around the school and in the playground d) Staff to be trained on the importance of 'zoned' areas for great access and independence	Ongoing		access areas around the school through picture exchange signage and through a system such as traffic lights in the playground
Ensure all staff are aware of access needs and rights of disabled children	a) Create access plans for individual disabled children as part of IEP process – involving parent and child's view b) highlight issues as necessary in staff meetings c) ensure all parents and relevant professionals are part of the planning process d) ensure environment is clutter free	Ongoing	Inclusion Manager, SENDCo and Teachers All staff	Individual plans in place for all disabled children and all staff aware of all children's access needs
Ensure all staff are aware of access needs and rights of disabled staff and governors	Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in meetings etc.	Annually	Inclusion Manager, SENDCo All staff	Raised confidence of staff and governors in commitment to meet access needs and better participation in meetings
Ensure all staff are aware of access needs and rights of disabled parents	Include questions in the confidential pupil information questionnaire/ admission info about parents/carers' access needs and ensure they are met in all events.	Ongoing	Inclusion Manager, SENDCo	Parents able to fully access all school activities
Ensure that all disabled children/staff can be safely evacuated from all areas of the school building	a) Create Personal Emergency Evacuation Plans (PEEP) plan for all children/staff in school with a disability and share b) purchase any equipment required for safe evacuation of children/staff with disabilities c) include evacuation procedures in all staff induction meetings d) reflect and amend evacuation plan after each practice or if the needs of the pupil/staff change	Ongoing Ongoing Ongoing Ongoing	Inclusion Manager, SENDCo and Teachers Inclusion Manager, SENDCo and LK	Staff aware of responsibilities to ensure all children/staff can be taken out of buildings safely Children/staff with mobility issues can be evacuated safely and quickly
Ensure hearing equipment in classrooms to support hearing impaired	Seek support from LA hearing impaired unit on the appropriate equipment New build has hearing loop provision.	Ongoing	Inclusion Manager, SENDCo and LA	All children have access to the equipment

Provision of Information

We at Whitehall Infants aim to provide information to pupils with disabilities and their parents /carers in accessible formats whenever it is needed or requested. We are proactive in providing a range of communication methods to accommodate the needs of our children such as the use of technology, translation services and visual timetables.

Target	Strategies	Timescale	Responsibility	Success criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print Teachers to know parents of the children in their class and support School office will support and help parents to access information and complete school forms Ensure website and all document accessible via the school website can be accessed by the visually impaired.	Autumn 14 On-going	Office Office	All parents receive information in a form that they can access All parents understand what are the headlines of the school information Children are not disadvantaged
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils and parents with a visual impairment	As required	Office	Excellent communication
Annual review information to	Develop child friendly IEP	Currently in	SENDCo	Staff more aware of pupils

be as accessible as possible	review formats	place		preferred method of communications
Languages other than English to be visible in school	Some welcome signs to be multi-lingual	Currently in place	Inclusion Manager, EAL Co-ordinator	Confidence of parents to access their child's education
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Multi-lingual pen	As required	Inclusion Manager, EAL Co-ordinator	Pupils and/or parents feel supported and included
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	Ensure website is fully compliant with requirement for access by person with visual impairment. Ensure Prospectus is available via the school website.	On-going	Office	All can access information about the school