

## *Whetstone Field Primary School*

### *Accessibility Plan 2022-2025 Statement of intent*

Here at Whetstone Field Primary School we are aware that we have a general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a protected characteristic and persons who do not share it.

With this in mind this Accessibility Plan has been drawn up in consultation with stake holders and covers the period from September 2022 – September 2025.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

This plan outlines the proposals of the governing body of Whetstone Field Primary School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
3. Improving information delivery to pupils with disabilities.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities
- Ensure that employees with disabilities are supported with special provision to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with the:

- Parents of pupils
- Employees
- Governors
- External partners

**Signed by**     **Headteacher**

**Date:**

**Chair of Governors**

**Date:**



Accessibility Plan September 2022 - September 2025

Targets	Strategies	Outcomes	Timeframe	Implemented by	Evaluation
<b>Equality and Inclusion</b>					
To ensure that the Accessibility Plan becomes an annual agenda item at full Governing Body Meetings.	Clerk to the Governors to add the item to the agenda for FGB Meetings.	Adherence to legislation.	Annually	HT	
To ensure that all policies consider the implications of disability access.	Consider during review of policies.	Policies reflect current legislation.	Ongoing	SLT	
SEN information report and Equal Opportunities Policy to be reviewed annually for recorded evidence of how staff provide access in all areas to all pupils.	Policies to be reviewed with staff and governors.	Policies are up to date and reflect both adherence to current legislation and current school practices.	Annually in the Autumn Term.	SENCO HT	



<b>Physical Environment</b>					
To ensure that all areas of the school buildings and grounds are accessible for children and adults alike.	SENCO to audit accessibility of school buildings and grounds and report findings to Head Teacher and Governors. SENCO to liaise with outside agencies e.g. Occupational Therapy to ensure individual pupils access needs are being met.	Any modifications will be made to the school building and grounds, that are needed to facilitate ease of access for all.	Annually	HT SLT	
To improve the school environment for pupils and parents with visual impairments.	Audit needs of individuals. SENCO to liaise with outside agencies.	To make suitable adjustments where appropriate.	Annually	SENCO Teachers	
<b>Curriculum</b>					
To empower Teaching Staff and Support staff to confidently meet the needs of pupils with a range of SEND.	SENCO to review the needs of children and provide training and support as appropriate.	Teaching and Support Staff to enable all pupils to access the curriculum and make necessary progress.	Additional training ongoing	SLT	
To continue to improve provision for visually impaired pupils in school.	Use of specialist equipment in classrooms. Support	Advice from visually impaired team ie access to technologies	Ongoing	SENCO Teachers	



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	and advice from inclusion services.				
Ensure that all children have access to the curriculum including those with medical needs.	Staff within school to be trained so that children with medical needs can gain access to the curriculum. Eg. Diabetes, epilepsy,	Advice from Inclusion support services. Appropriate training providers.	Ongoing	SLT SENCO	
To enable pupils with SEND to access out of school activities.	SENCO to review out of school activities to ensure compliance with current legislation. SENCO to monitor participation of vulnerable groups. Group leaders will ensure that there club activities are accessible to all pupils.	Pupils with SEND to be able to access out of school activities.	Ongoing	SENCO Club leaders	
Classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independence of all pupils and adults alike.	Review and implement a preferred layout of furniture and specialist equipment to support the learning process in individual classes according to need,	Lessons will start on time without the need to make adjustments to accommodate the needs of individual pupils.	Classroom environments reviewed each term	SENCO SLT	



Access arrangements to meet individual's needs when taking tests etc will be applied for and support provided when required.	SENCO and Assessment Coordinator will ensure appropriate testing and reports are provided in order to apply for access arrangements.	All pupils will have their individual needs met, and any barriers to achieving their full potential will be removed.	Ongoing	SENCO SLT	
<b>Written Information</b>					
Ensure policies and key information is available and accessible in various formats.	Review all current school publications and promote the availability in different formats for those that require it. The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes.	Ongoing as needed	SLT	
Written material will be made available in alternative languages.	The school will seek help from the LEA when it is required to translate key information.	School information will be available for all.	Ongoing as needed	SLT	