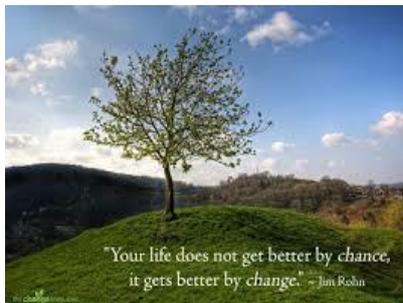




**Whiston**  
Junior & Infant School

# Whiston Junior and Infant School

Part of White Woods Primary Academy Trust



**Engaging Minds Developing Lives**

## **Accessibility Plan**

Reviewed by SLT: March 2018

Approved by the Governing Body: March 2018

Review Date: March 2019

## **Accessibility Plan adapted for Whiston Junior and Infant School**

### **School Aims**

The school aims to provide quality education for children between four and eleven years of age. Our aim is to provide high standards of teaching and learning through:

- A rich, broad, balanced and creative curriculum which sustains the engagement of all learners.
- Operating an environment which is safe, healthy, caring and supportive for everyone.
- Encouraging self-reliance and pride in all achievements.
- Developing learning skills and a love of learning, including the ability to question, enquire and be independent in their approach to learning.
- Promoting the development of tolerance and respect for others, regardless of race, creed or gender and ensure that all learners have equality of opportunity.

# Accessibility Plan

**Adapted from the School Bus - in collaboration with legal experts**

## Contents

### [Statement of intent](#)

1. [Planning duty 1: Physical environment](#)
2. [Planning duty 2: Curriculum](#)
3. [Planning duty 3: Information](#)

## Statement of intent

This plan should be read in conjunction with the **School Development Plan (DEP)** and outlines the proposals of the governing body of **Whiston Junior and Infant School** to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

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.
- Provide appropriate support and provision for employees with disabilities 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 regularly in consultation with:

- The parents/carers of pupils
- The headteacher and other relevant members of staff
- Governors
- External partners

This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

Signed by:

\_\_\_\_\_ **Headteacher** Date: \_\_\_\_\_

\_\_\_\_\_ Chair of governors Date: \_\_\_\_\_

Next review date: \_\_\_\_\_

## Planning duty 1: Physical environment

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome	Review
<b>Short term</b>	Management does not know if the school's physical environment is accessible	Audit of physical environment	Premises Surveyor/Trust – D. Fitzgibbons & SBM J Furness	Summer 2018	School is aware of accessibility barriers to its physical environment, and will make a plan to address them	Autumn 2018
<b>Medium term</b>	Learning environment of pupils with visual impairment is not accessible	Incorporation of appropriate IT software	School business manager – J Furness & IT Lead – L Whiting	Summer 2018	Learning environment is accessible to pupils with visual impairments	Autumn 2018
<b>Long term</b>	Children with physical disabilities cannot access Gazebo	Ramp fitted	School business manager/Site Supervisor	Summer 2019	School buildings are fully accessible	Autumn 2019

## Planning duty 2: Curriculum

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Staff members do not know whether all aspects of the curriculum are accessible	Audit of curriculum	Headteacher/ teachers/SENCO	Autumn 2018	Management and teaching staff are aware of the accessibility gaps in the curriculum	Spring 2018
	School trips do not take into account pupils with SEMH needs	Needs of pupils with SEMH incorporated into planning process	Teachers/SENCO	Autumn 2017	Planning of school trips takes into account pupils with SEMH	Spring 2018
Medium term	Staff members do not have the skills to support pupils with SEMH needs – <b>Emotional Coaching &amp; Attachment</b>	INSET provided to staff members  Training for teachers on differentiating the curriculum	Headteacher/ External advisors/SENCO	Autumn 2017	Staff members have the skills to support children with SEMH	Summer 2018
Long term	Pupils with acute SEMH needs cannot access lessons	Provide 'quiet areas/nurture spaces' and other adjustments to pupils with SEMH	Headteacher/ SBM/SENCO	Autumn 2017	Pupils with SEND can access lessons	Summer 2018

## Planning duty 3: Information

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Management staff do not know whether school information is accessible or not	Audit of information delivery procedures	SENCO/ICT Lead	Summer 2018	School is aware of accessibility gaps to its information delivery procedures	Autumn 2018
	School does not know how to make written information accessible for non/limited English speaking families	School seeks advice from external advisors	SENCO	Summer 2018	School is aware of local services for converting written information into alternative formats	Autumn 2018
Medium term	Written information is not accessible to pupils with visual impairments	Provide written information in alternative formats including IT Incorporate appropriate colour schemes when refurbishing (to benefit pupils with visual impairments) and install window blinds	SENCO/ICT Lead	Autumn 2017	Written information is fully accessible to children with visual impairments	Summer 2018
Long term	School website is not accessible to children with SEND	Audit of website	ICT Lead	Summer 2018	Website is fully accessible	Spring 2018