WHITINGS HILL PRIMARY SCHOOL

ACCESSIBILITY PLAN 2025-2028

Approved: June 2025

Reviewed:

1. Vision Statement

2. Aims and Objectives

3. Current good practice

4. Access Audit

1. Vision Statement:

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if:

(a) He or she has a physical or mental impairment, and

(b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, the Head Teacher and the SENCo.

At Whitings Hill Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

- Whitings Hill Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.
- We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school. Whitings Hill Primary School is a purpose-built school fully accessible for pupils with physical disabilities.
- The Whitings Hill Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Whole school training from the Inclusion team will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
- The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the Governing Body. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors'

committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

- The Accessibility Plan will be published on the school website. The Accessibility Plan will be monitored through the Governor Resources Committee
- The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

2. Aims and Objectives

Our Aims are:

- Increase access to the curriculum for pupils with a disability,
- Improve and maintain access to the physical environment for all pupils, staff and visitors.
- To make information more accessible.

Our objectives are detailed in the Action Plan below:

3. Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers, including whether the parent / carer needs any additional support within school or to access information.

Physical Environment
Disabled pupils participate in all extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs. There are no parts of the school to which disabled pupils have limited or no access, including the swimming pool and its surrounding area. Opportunities and accessibility are planned for, risk assessed and appropriate staffing put in place.

Curriculum
Provision is made for pupils with specific impairments. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues may affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines and the provision of personal care. Reasonable adjustments are made to ensure that pupils with disabilities can participate in learning and other aspects of school life.

4. Access Audit

The school is a one storey building with wide corridors and several access points from outside. KS1 and KS2 areas are all on the ground floor with wide door access to all rooms. The hall is accessible to all. The on-site car parking for staff and visitors includes two dedicated disabled parking bays. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There are five disabled toilet facilities available, three in the main building and two in the swimming pool area. These are fitted with a handrail and a pull emergency cord but the cords do not work at present. The school has internal emergency signage and clearly marked escape routes.

Action Plan 2025-28

Improving Access to the Curriculum for pupils with a disability

Current good practice:

- Our school offers a differentiated curriculum for all pupils
- We use resources tailored to the needs of pupils who require support to access the curriculum
- Curriculum progress is tracked for all pupils, including those with a disability
- Targets are set effectively and are appropriate for pupils with additional needs
- The curriculum is reviewed to make sure it meets the needs of all pupils

Objectives	Responsibility	Actions to be taken	Success criteria
Curriculum resources to include examples of people with disabilities and reflects contribution of disabled people to society.	All staff/ Subject leaders, AHT, SENDCo	Subject leaders to review curriculum regularly to ensure examples of people with disability – texts, artists, musicians etc. Assemblies incorporate positive links to the role and contribution of disabled people in society with an emphasis on abilities as well as disabilities. This may include visits from young people or adults with disabilities. Teachers will make a conscious effort to show a variety of people with additional needs in their classroom practice.	Curriculum is meaningful and relevant for all pupils, including those with disabilities. Resources reflect the needs of pupils.
Appropriate use of interventions and their successes, evaluating impact on progress	All staff, SENCo.	Track interventions strategically through pupil progress meetings and SEN plans. Staff interventions to allow for optimum outcomes for pupils with SEN. Have intervention groups across classes/year groups to give more children opportunities to attend interventions. Improve gross and fine motor skills interventions. Improve sensory interventions. Training on new interventions delivered through external professionals Resources required to deliver interventions available	Progress of SEN pupils is strong and impact of interventions is evident.

Improving and maintain access to the physical environment

Current good practice:
The environment is adapted to the needs of pupils as required. This includes:

- Ramps
- Corridor width
- Disabled parking bays
- Disabled toilets

Objectives	Responsibility	Actions to be taken	Success criteria
Widen the availability of physical/ outdoor activity within the curriculum	All staff/ SENCo/ DHT	To enhance outdoor play spaces to ensure access for all through the introduction of Opal. SENCo to monitor interactions, engagement and play of SEN pupils To continue to use the running track. Enhance the resourcing of physical development in EYFS.	Children who are more active and healthy are ready to learn. High levels of engagement.
Ensure our dining hall is SEND- friendly	All staff/ SENCo	Introduce a quieter area. Review staggered lunchtimes. Consider signage in the dining hall.	Children enjoy dining in the hall and are able to interact with others creating an inclusive lunchtime experience.
To make effective use of the space available to support regulation and learning of pupils	SENCo, all staff	Resource Caterpillar room. School to effectively develop the use of Caterpillar room for regulation and adaptive learning. Staff trained to deliver interventions and curriculum within this space for pupils that need high levels of adaptation.	Children know where to go to regulate themselves. Children will be calmer and able to have breaks at appropriate intervals.
Continue to ensure that students and parents or carers are not disadvantaged by being unable to access parts of the school site.	Site manager, HT	Regular site walks. Repairs actioned quickly. Ensure all areas are safe and cleared to ensure children are safe and walkways and other areas are clear.	All pupils, parents and carers can fully engage with school.

Improve the delivery of information

Our school uses a range of communication methods to make sure information is accessible. This includes:

- Internal signage
- Large print resources including information displayed on interactive whiteboards
- Pictorial or symbolic representations
- Adjustments made for pupils with a hearing impairment

Objectives	Responsibility	Actions to be taken	Success criteria
Ensure written materials are available in alternative formats	Office staff SENCo/ HT	Reminding parents that Sway newsletters can be easily translated and the website has a translate function. Ensure parents with visual impairments can access policies through either a braille service or enlargement of papers Invite parents in who may need support completing forms.	Parents are able to access all information.
Improve use of pictorial communication systems (Widgit)	SENCo, all staff	Use of Widgit to improve picture communication support. Use Widgit to make classroom resources (eg.word mats, visual timetables, social stories). SENDCo to train on most effective ways to use Widgit. SENDCo to train all relevant staff members in how to use Widgit.	Widgit training included in INSET schedule. Use of Widgits across the school.
Ensure all staff working with pupils with hearing impairments receive the necessary training to effectively support their communication needs.	SENo, staff	Regular visits from the Hearing Impairment Advisory Teacher will be arranged to liaise with the SENCo and school staff. These visits will include gathering pupil voice, conducting observations, and providing tailored guidance and advice to staff. The aim is to ensure that appropriate provision is in place so that all pupils with hearing impairment have equitable access to communication methods that support their learning. This includes the consistent use of radio aids by staff in the classroom and in larger settings such as assemblies or PE lessons.	Regular advisory teacher visits taking place as planned. Pupil voice has indicated positive experiences and access to learning. Staff consistently use radio aids in all relevant settings and report increased confidence in supporting hearing-impaired pupils. Observations and feedback will show that recommended strategies have been implemented, and pupils will make expected progress in line with their peers.