

## Accessibility Report 2021 - 22



# Wheatley Hill Community Primary School

**Author:** *Joy Hodgkinson*

**Head Teacher:** *Alan Scarr*

**Chair Of Governors:** *Jayne Dinsdale*

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## 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

At Wheatley Hill Primary School we care for each other, therefore we aim to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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

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

The school supports any available partnerships to develop and implement the plan.

We are committed to ensuring all children have equal access to the school environment and all aspects of the curriculum. We regularly review our procedures and have recently conducted an audit to help us look to improve our accessibility arrangements. The implementation of this plan will be monitored closely and updated as required. For further information please see our equality policy.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

This policy complies with our funding agreement and articles of association.

### 3. Action plan

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

AIM	CURRENT PRACTICE	EXCELLENT	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<b>To offer specialist provision for SEND children in an inclusive environment</b>	<ul style="list-style-type: none"> <li>Mainstream publish their planning for the bases to sign their children up to join in.</li> <li>Bases offer a broad and balanced, differentiated curriculum</li> <li>SEND teachers are highly skilled and knowledgeable about how to meet the needs of their pupils.</li> <li>SEND teachers share good practice and provide training for those who need it.</li> <li>NQTs are monitored and trained specifically to support pupils with SEND</li> </ul>		<p>To integrate children from the specialist provision</p> <p>To ensure children in the base are having access to a challengingly appropriate curriculum which meets their SEND needs</p>	<p>Relevant CPD and training for staff</p> <p>Regular review of resources and environment</p> <p>Inclusive activities planned and inclusive school offsite visits and trips</p> <p>SEND pupils to be welcomed into the mainstream classes</p>	<p>HT / DHT and SEND lead teachers</p> <p>SEND teachers</p> <p>All teaching staff</p> <p>Mainstream staff</p>	Sept 2022	<p>Mainstream planning and timetables</p> <p>Base planning and timetables</p>
<b>To ensure smooth transition for pupils with SEND</b>	<ul style="list-style-type: none"> <li>Transition of information and visits. Meeting with Secondary staff of relevant school</li> <li>Share information CP / SEND with relevant staff</li> <li>EYFS – home visits</li> <li>Stay and Play sessions</li> <li>Regular safeguarding meetings to discuss children at risk</li> </ul>		<p>Children with SEND to have a smooth transition into and out of school</p> <p>Information shared with appropriate bodies</p>	<p>Meeting to be booked in plenty of time</p> <p>Book in Secondary SEND extra visit days</p> <p>Update calendar with relevant transition / stay and play days/ visits etc at the beginning of each year and notify appropriate staff</p>	<p>SENCO / Yr 6 teachers</p> <p>SENCO / Yr 6 teachers</p> <p>SLT</p>	Sept 2022	<p>Working calendar</p> <p>Dates booked for visits etc</p> <p>Appropriate provision or notifications for children at risk</p>

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AIM	CURRENT PRACTICE	EXCELLENT	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p><b>Increase access to the curriculum for pupils with a disability</b></p>	<ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum in order for all pupils to achieve excellent outcomes</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum resources include examples of people with specific needs and disabilities</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability and intervention is evaluated</li> <li>• Targets and pupil outcomes are set effectively and are appropriate for pupils with additional needs</li> <li>• The curriculum is regularly reviewed to ensure it meets the needs of all pupils</li> </ul>		<p>To ensure that all pupils access a curriculum which is accessible to them, meets their needs and ensure they all reach the best possible outcomes in all areas of their learning</p>	<p><b>Short term</b>            Planning is differentiated and scaffolded to meet our pupils needs</p> <p>Appropriate resources are used in lessons to meet the needs of our pupils</p> <p>Teachers use their progressions documents to plan from and deliver an appropriately challenging curriculum. They assess using this document to track the children in their class</p> <p>SEND support plans are reviewed and updated every term</p> <p><b>Medium Term</b></p> <p>Planning is monitored on a weekly bases by department leaders</p> <p>Subject leaders keep a record of resources used and needed in all departments across school</p> <p>Moderation takes place by SLT</p> <p><b>Long Term</b></p> <p>Subject leaders make an order of resources needed each year ready for the following academic year</p> <p>Progression documents are reviewed annually for all areas of the curriculum</p>	<p>Class teachers and assistants</p> <p>Class teachers and assistants</p> <p>Class teachers and Department leaders</p> <p>Class teacher</p> <p>DHT and Assistant Head</p> <p>Subject leaders HT, DHT, AH and dept leaders</p> <p>Subject leaders</p> <p>SLT and subject leaders</p>	<p>Sept 2022</p>	<p>Audit</p> <p>Training and Support</p> <p>CPD if needed</p> <p>Evidence of resources being order</p> <p>Increased access to National Curriculum. Close any gaps between disabled pupils and their peers</p> <p>Moderation of planning documents</p> <p>Lesson observations</p>

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<p><b>Improve and maintain access to the physical environment</b></p>	<p>At Wheatley Hill Primary we care for each other and ensure that all pupils can access all areas of our building and our outdoor areas</p> <p>Our environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Elevators</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Wide walkways in and around the outdoor areas</li> <li>• All doors have a glass panel to give clear view</li> </ul> <p>Transport offer for pupils to come to Wheatley Hill Primary who live either near or out of the area</p>		<p>To ensure all children can access all areas of our school environment</p>	<p>Caretaker to do a site checklist to ensure elevators / ramps etc are in full working order</p> <p>Transport manager to continue to tackle misuse of disabled parking bay</p> <p>Buses and school vehicles are regularly checked in line with our transport policy</p> <p>Ensure that all glass panels in doors have no posters / pictures covering them</p> <p>Disabled toilets are checked regularly</p>	<p>Caretaker</p> <p>Transport manager</p> <p>Transport manager</p> <p>Caretaker to inform staff</p> <p>Caretaker</p>	<p>Sept 2022</p>	<p>Ramp / elevator check sheet</p> <p>Transport issues log</p> <p>Vehicle check sheet</p> <p>Update of transport policy</p> <p>Disabled toilet check sheet</p>
<p><b>Improve the delivery of information to pupils with SEND</b></p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> <li>• Use of Communicate and Print in classrooms, outdoor areas in and around corridors and the school building</li> </ul>		<p>To ensure all children understand their learning</p>	<p>Communicate and print training for all staff</p> <p>The school makes itself aware of the services available through its LA <b>03000269995</b> for converting written information into alternative formats</p>		<p>Sept 2022</p>	<p>Delivery of information to disabled pupils improved. Written information available to all.</p>

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<p><b>To improve the progress and participations with sensory and or physical disabilities</b></p>	<p>Fine motor sessions daily in classes</p> <p>Gross motor carousels</p> <p>OT in school half day per week to offer advice and top tips</p> <p>Sensory jars / baskets / boxes available to all children who need them</p> <p>New and improved sensory room</p> <p>Dedicated 'sensory time' allocated to those children who need it</p>		<p>To ensure that children with sensory needs are well regulated in order to learn</p>	<p>Pupil profile of children who need one</p> <p>Communicate and print training for all staff</p> <p>Develop gross and fine motor groups across school</p> <p>To review and extend all yellow or white markings to highlight steps</p> <p>Introduce sensory profiling to children who need it and adapt the environment following these assessments</p>	<p>SENCO with class teachers to develop pupil profiles</p> <p>Lead SEND teachers to deliver C&amp;P training to staff</p> <p>Lead SEND teachers to deliver C&amp;P training to staff</p> <p>Site manager / caretaker</p>	<p>Sept 2022</p>	
<p><b>To improve the provision of ICT equipment for pupils with SEND</b></p>	<p>Dedicated time to our new ICT room</p> <p>All classers have access to a laptop and i-pads</p> <p>All classrooms have a big screen with WIFI and lessons are engaging and interactive</p>		<p>To ensure all children have access to ICT to support their learning</p>	<p>Teachers to be given opportunities to watch excellent practice in the mainstream</p> <p>Training to be given and opportunities to use ICT within the curriculum</p>	<p>ICT coordinator</p> <p>SENDCO</p> <p>Class teachers</p>	<p>Sept 2022</p>	<p>Evidence of ICT equipment being used in lessons and shown in termly lesson observations</p>

#### **4. Monitoring arrangements**

This document will be reviewed every **2** years, but may be reviewed and updated more frequently if necessary.

It will be approved by Our Headteacher, Mr Alan Scarr, and our school governing body.

#### **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs and Disabilities (SEND) information report
- Supporting pupils with medical conditions policy
- Wheatley Hill Transport Policy