



WHOBERLEY HALL
PRIMARY SCHOOL

Accessibility Plan

Implemented by school on: Autumn 2024

Review by: Autumn 2027

Believing  **Achieving**  **Learning for Life**

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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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Whoberley Hall we believe that all pupils, irrespective of individual needs, are entitled to an excellent education. This is our aim, and we continue to monitor and, where appropriate, modify our practices to achieve this.

The plan will be made available online on the 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.

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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability or Special Educational Need.	• We modify delivery, resources and pace of the curriculum to suit the needs of individual pupils. • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Where there is sufficient need identified, targets are set effectively via a 'My Plan'. These plans follow an assess, plan, do review cycle. My Plans can be used to support applications for statutory assessment where appropriate. • The curriculum is reviewed to make sure it meets the needs of all pupils	Short term- Staff are aware of the level of varying need across the school currently, and have plans to meet these needs Longer term- Staff have a clear process in place for identifying need on entry. Where school are made aware of needs, pre- planning of curriculum delivery happens before a child starts at Whoberley Hall. These continue to be reviewed and monitored regularly.	In depth audit of need to be carried out that produces a document, beyond the provision map for SEND. Audit of resources available in school. Audit of current approaches and practices engaged in meeting needs. Using the above information- training needs in current staff identified Development of process to ascertain needs in new pupils BEFORE they begin at school where possible.	Headteacher and SENCO	Where ever possible, staff are fully conversant with individual pupils' needs BEFORE entry to Whoberley Hall. A possible exception to this, may be where pupils are new to the country and conversations with previous schools are not possible. In any case- every effort is made to ascertain needs prior to starting school. Staff are aware of a range of resources and approaches that they can use to meet a variety of needs. Staff have sufficient expertise and knowledge around different needs.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	SUCCESS CRITERIA
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Corridor width • Disabled parking bays • Disabled toilets and changing facilities				
Improve the delivery of information to pupils with a disability	Our school uses a range of methods to make sure information is accessible. This includes specific communication approaches, but also, techniques for modifying the delivery of information. • Internal signage • Pictorial or symbolic representations • Makaton • Sensory diets • Movement breaks • Reduced stimulus break out rooms	Short term- Following on from audits, staff are aware of the significance of how we communicate information. Longer term- Following on from training staff are aware of a range of approaches, resources that can be used to communicate information around the school site.	Pupil voice used to ascertain whether pupils can access information around school Audit of communications methods, for example, signage Training delivered via a staff meeting- gaps identified via the audit process Resources identified via the audits to be purchased	SBM, SLT, SENCo	Information displayed around school and via school communications, is accessible to people with a variety of communication needs

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	SUCCESS CRITERIA
Improve the self-esteem of pupils with SEND in school.	Use of agencies like the Complex Communication Team to deliver training for staff and pupils around awareness. Examples of successful adults in and around the school community with a variety of needs- pictorial, in person, materials used Climate of acceptance and tolerance in school	Short term- materials around school depict children and adults with differing needs Longer term- pupil and parent voice show that there is confidence and a high level of self-esteem amongst our pupils, irrespective of their needs	Pupil and parent voice baseline carried out Audit of materials around school Staff training to be carried out preferably from a SEND perspective Additional resources to be purchased as required Guest speakers to be sought to speak to both children and adults	SLT- Learning mentor	A high level of positivity is reflected in the responses that are given to pupil questionnaires Children with a variety of needs demonstrate age appropriate self-awareness around themselves All pupils, irrespective of need, can talk positively about SEND

4. Monitoring arrangements

This document will be reviewed every three years but may be reviewed and updated more frequently if necessary. It will be reviewed by the governing board and the headteacher.

It will be approved by the governing board and the headteacher.

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 (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy