



WHITLEIGH  
PRIMARY AND SIR  
JOHN HUNT  
FEDERATION

Sir John Hunt



Accessibility Plan 2019-2022



# WHITLEIGH COMMUNITY PRIMARY SCHOOL



## Accessibility Plan 2019-2022

Here at Whitleigh Community 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 the Local authority, pupils, staff, parents, staff and governors of the school and covers the period from April 2019-2022.

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.

The Accessibility Plan will contain relevant actions to:

- Improved awareness of Equality and Inclusion
- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical and physical aids to access education. (In conjunction with Interserve Education)
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodies; (if a school fails to do this they are in breach of the Equality Act 2010). This covers teaching and learning and the wider community of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

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Targets	Strategies	Outcome	Timeframe	Goals achieved
<b>Equality and Inclusion</b>				
Accessibility Plan and Equality Statement reviewed in appropriate governors meeting.	Clerk to Governors to add to list of required publication details	Adherence to current legislation.	<b>Annually</b>	Started and reviewed annually since 2017
Training to raise awareness of equality and disability issues.	Discuss perception of issues with staff / governors to determine the current status of school. Provide training for governors, staff, pupils and parents.	Whole school community aware of issues relating to Access.	Ongoing	Equal opportunities including all policies . <b>Rights Respecting Articles in all policies</b>
Review Inclusion and Equal Opportunities for recorded evidence of how staff provides access in all areas to all pupils.	Review policies with staff and governors.	Policies reflect adherence to current legislation.	Ongoing	

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<b>Physical Environment</b>				
Ensure that all areas of school building and grounds are accessible for all children and adults and to continue to improve the access of the physical environment for all.	SEN staff to audit accessibility of school buildings and grounds. Governors through Health & Safety Forum to check accessibility (Interserve).	Any modifications needed, will be made to the school building and grounds that are needed to facilitate ease of access for all. (Through discussions with Interserve)	Ongoing through Campus Progress meetings and Health and Safety with Campus Partners and FM Interserve	Under Build Regulations Guidelines – all building accessible. (Mitie) Lift in place Changes to environment to support disabilities in school – Completely accessible site.
Ensure any proposed ‘new build’ project/ or changes is physically accessible for everyone.	Project manager appointed will ensure compliance with building regulations regarding accessibility.	Any new construction or change will be fully accessible.	<u>Long Term</u> Until any new construction begins.	

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Curriculum				
Continue training for teachers and support staff on different aspects of SEN including differentiation when required.	Review the needs of children with specific issues, provide all relevant training.	All staff are trained and confident with issues linked to accessibility and inclusively with regards to accessing the curriculum. We recognise that this is an on-going process, and that needs and expertise will change with time.	On going.	Colourful Semantics  IEPs reviewed
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation.	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	On going.	Full access to all participants in after school clubs.
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 class bases.	Lessons will start on time without the need to make adjustments to accommodate the needs of individual pupils.	Reviewed annually.  On going.	Full access

Access arrangements to meet individual's needs when taking tests etc will be applied for support provided when required.	SENco/Assistant SENco 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.	On going.	Access arrangements in place.
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Written / Other Information				
Make available school brochures, school newsletters and other information for parents / carers in alternative formats. (As and when required)	Reviewed 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.	School information will be able to provide written information in different formats when required for individual purposes.	Review of documents – ongoing depending on need.  Ongoing.	See newsletters for SEND information / equality and rights respecting schools weekly information. Summer 2022
Availability of written material in alternative languages.	The school will use information and translations provided by the EAL Team for key information for EAL families.	School information will be available for all.	On going, as needed.	Website was recoded to incorporate google translate function Autumn 2021
To continue improving communication for any hearing /sight impaired members of the school community.	To maintain and update Sound Field Systems throughout the school, if required.	Pupils and parents and visitor who are hearing impaired will be better able to access verbal information.	Review annually – depending on pupil intake and specific needs.	As required depending on the needs of the children.