



Whitehouse Primary School Accessibility Plan

Policy Review Date	Ratified by LGC	Date
September 2027	Yes	15.10.25

School Accessibility Plan

Aims of the Plan

Our curriculum intent statement is:

'When I leave Whitehouse Primary School, I will be a confident, resilient and independent learner, prepared for the next stage of my education and ready to deal with any challenges ahead....'

This is the overarching statement of intent which informs all aspects of life at Whitehouse Primary School and was designed in collaboration with pupils, parents and staff. (April 2024).

This statement applies to all children, regardless of their circumstances, needs, disabilities or background.

This plan outlines how Whitehouse Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have 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 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.

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

The Local Governing Committee also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals 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 in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

Context

Whitehouse Primary School's new building was opened in April 2016. Our accessibility requirements were assessed most recently in April 2024.

The physical accessibility of the site

The school building at Whitehouse was completed in 2016. The school is built on two levels and is well designed to meet the needs of pupils and adult users who have mobility problems or physical disabilities:

- all classrooms and other rooms on the first floor are accessible by a lift.
- all public-access rooms, including front and back entrances, toilets, library, and hall on the ground floor have no steps;
- all toilets are disability accessible;
- 2 hearing loops are available. One in the main reception area and one in the main hall.

The physical environment was developed with accessibility features:

- lighting, signage, colour contrast, the acoustic environment and floor coverings
- toilet, washing and changing facilities
- the layout of the playground.

7. Action Plan and Targets for 24-27

Target	Scope	Action	Responsibility	Monitoring and Evaluation
To provide access to individualised curricula for children who cannot access the same curriculum as their peers.	Schools have seen a significant increase in admissions and increased EHCPs for children who have a range of complex needs.	Continue to provide individualised training for staff who will be working closely with learners who have disabilities. Focus on assessing children using SCART so that all staff have access to accurate assessment and target setting, ensuring staff are confident in meeting the needs of these learners. Continuous evaluation of provision to ensure it is effective in meeting the needs of learners. Effective, cost provision maps in place to ensure learners' needs can be met.	MM GW (SENDCo) Specific class teachers working with individual pupils. Specific staff working closely with specific learners.	SLT SENCO Governors Learning Walks PBS and pupil voice. External scrutiny. EHCP reviews.
To ensure that adaptations are made to the curriculum via staff planning that allows all pupils - regardless of their needs -to access the curriculum.	A new curriculum intent and model has been introduced as of September 2024. Evidence from OFSTED monitoring visits indicates that suitable adaptations are not yet in place to allow all pupils to access the curriculum.	CPD delivered relevant to the needs of the staff based around task design and adapting the curriculum. Specific CPD related to curriculum drivers, specifically language and communication that supports staff in providing children with adapted learning effectively supporting them to express their understanding of the curriculum effectively. Provision mapping on a regular basis with SLT and SENDCo, regularly reviewed, to ensure that Quality First Teaching is supported by giving children the resources and support they need to access the school environment and curriculum.	SLT GW (SENDCo) Individual Class teacher and staff working specifically with specific learners.	SLT SENCO Governors Learning Walks PBS and pupil voice. External scrutiny. EHCP reviews.

<p>To increase access to extra-curricular activities for children with disabilities</p>	<p>School has a designated ARP and a number of children with additional needs, including a growing number of EHCP plans in school. School is determined that all children -regardless of needs - have access to an enriching curriculum.</p>	<p>School has reviewed our curriculum intent and created a policy for personal development which clearly identifies our core values. These link to the NEAT experiences and our 'core' experiences we feel all children should take part in before they leave school - adaptations will be made to ensure all learners have access to these. Monitoring of attendance of extra-curricular clubs and ensuring children with disabilities have access to all ranges of clubs. Inclusion leads within school to liaise with families to offer support where possible to ensure all children have the chance to participate.</p>	<p>SLT SENDCo (G) RS - Office and admin staff.</p>	<p>SLT/Admin Team Data analysis Stakeholder feedback.</p>
<p>To make sure all areas of the school provision are accessible for children with disabilities - including all indoor and outdoor provision.</p>	<p>A number of children in school face challenges accessing different parts of the site due to disabilities/communication and language needs.</p>	<p>Annual audit of the different areas of the school. Health and safety assessments to ensure that the site is safe for all children. Use of timetables and targeted adult support to help all children access different areas of the school appropriate to their needs. Specific training from specialised staff to ensure all children have equal access to the school facilities -indoor and outdoor regardless of their needs.</p>	<p>SLT Caretaker - Supported by NEAT estates team.</p>	<p>Monitoring of use of facilities and recording the access to the site. Annual reviews of H and S provision. Any surveys undertaken as part of the above.</p>

This plan should be read alongside the annual SEND information report and SEND policy

Review

This policy is reviewed every three years by the Local Governing Committee in line with the DFE Statutory Policies for Schools documentation and guidance at least each three years. It will be reviewed more often according to the needs and circumstances of the school and its stakeholders.

To be reviewed: September 2027