



White Hall
Academy

Accessibility Plan

2020-2023

Accessibility Vision Statement:

We are committed to working together to provide an inspirational and exciting learning environment where all students can develop an enthusiasm for life-long learning. We believe that students should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

Our Accessibility Vision Statement is to;

- 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-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain 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 aids to access education within a reasonable timeframe;
- 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 timeframe.

White Hall Academy 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.

White Hall Academy Accessibility Plan

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

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, an individual or the Head. The Accessibility Plan will form part of the School Development Plan and will be monitored by the Headteacher and evaluated by the relevant Governors’ committee. The current Plan will be appended to this document.

The Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

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 Department of Education 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.

The Plan shows how access is anticipated to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Curriculum Policy
- Equal Opportunities Policy
- Health & Safety Policy
- Asset Management Plan
- Pupil EHCPs/Personal care plans

This policy will be reviewed every three years in the spring term by the full Governing Body and annually by the premises Committee.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

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 Premises Committee

The school will work in partnership with the Local Authority and other outside agencies in developing and implementing this Accessibility Plan.

The Accessibility Plan may be monitored by OFSTED during the inspection process in relation to Schedule 10 of the Equality Act 2010.

Approved _____ (Headteacher)

Date _____

Approved _____ (Chair of Governors)

Date _____

Approved _____ (Governor who attended Access Audit Site Visit)

Date _____

Aim 1 To increase the extent to which SEN and disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with SEN / a disability.

	Short Term Targets	Strategies	Timescale	Responsibilities	Success Criteria
Short term plan	To liaise with SEN to review potential intake for Sept 2020	To identify pupils who may need additional to or different from provision for Sept 2020 Intake	Sept 2020	DHT SENCO	Provision map and IEP/Support plan in place - Oct 2020
	To audit EHCP and Statements for all students, to identify level of need and barriers to accessing the curriculum	To identify pupils who may need additional to or different from provision in addition to the core offer.	By October 2020	DHT Phase Leaders SENCO	Provision map and IEP/Support plan in place – Oct 2020
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010 And SEN code of Practice 2014	Ongoing 2020/21	HT DHT All leaders	All policies clearly reflect inclusive practice and procedure
	To establish close liaison with parents	To ensure collaboration and sharing between school and families.	Ongoing 2020/21	Pastoral Team	Clear collaborative working approach
	To establish close liaison with outside agencies for pupils with on-going health needs. Eg Children with severe asthma, epilepsy or mobility issues.	To ensure collaboration between all key personnel	Ongoing throughout 2020/21	DHT School Nurse TAs & Outside agencies	Clear collaborative working approach
	To ensure full access to the curriculum for all children.	Outside Play visits; Employment of specialist advisory teachers; CPD for staff and: <ul style="list-style-type: none"> • A differentiated curriculum with alternatives offered. • The use of assessment levels to assist in developing learning opportunities for children and also in assessing progress in different subjects • A range of support staff including trained teaching assistants • Multimedia activities to support most curriculum areas • Use of interactive ICT equipment • Use of support plans in planning • Specific equipment sourced from occupational therapy 	Ongoing	Teachers SENCO Ed Psych Alternative Provision Lead Practitioner All staff	Advice taken and strategies evident in Classroom practice. Students supported and accessing curriculum
	Reflect identified areas of need in lesson planning and delivery	<ul style="list-style-type: none"> • Incorporate Quality First Teaching into all planning - staff to refer to QFT Strategy bank. • Ongoing programme of CPD training in SEN and disability awareness to reflect diverse needs of students within the school • Purchase resources to increase student participation 	Ongoing Curriculum plans and SEF	Curriculum plans and SEF	Improved access to the curriculum for all students

Medium term plan	Medium Term Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To finely review attainment of all SEN pupils.	SENCO/Class teacher meetings Scrutiny of assessment system Regular liaison with parents	Termly	DHT SENCO Class teachers	Progress made towards IEP targets Provision mapping shows clear steps and progress made
	To take account of variety of learning styles when teaching	Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate) <ul style="list-style-type: none"> • Use of TA support or assistive technologies for students with specific learning differences including dyslexia and autism • Screen magnifier software for the visually impaired • Audio Books • Giving alternatives to enable SEN pupils to participate successfully in lessons • Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people 	Ongoing	Whole school approach	Variety of learning styles and multisensory activities evident in planning and in the classrooms. Ensuring that the needs of all pupils, parents and staff are represented within the school.
Long term	Long Term Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To evaluate and review the above short and long term targets annually	See above	Annually	HT DHT SMT Governors	All children making good progress.
	To deliver findings to the Governing Body	Resources and Premises and Curriculum Governors meetings	Annually Termly SEN Governor / SENCO meetings	HT/DHT SENCO SEN Governor	Governors fully informed about SEN provision and progress

Aim 2: To improve the physical environment of the school to increase the extent to which non/disabled pupils can take advantage of education and associated services (Please see Appendix for Site Manager’s action plan)

	Short Term Targets	Strategies	Timescale	Responsibilities	Success Criteria
Short term plan	Improve physical environment of school environment	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings	Ongoing	SLT	Enabling needs to be met where possible
	Ensure visually stimulating environment for all children	Colourful, lively displays in classrooms and inviting role play areas	Ongoing	Teaching and non-teaching staff	Lively and inviting environment maintained
	Ensuring all with a disability are able to be involved	Create access plans for individual disabled children as part of the support plan process Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc. Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events	With immediate effect, to be constantly reviewed	Teaching and non-teaching staff	Enabling needs to be met where possible.
	To ensure that the medical needs of all pupils are met fully within the capability of the school	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed Undergo external training from Colchester General Hospital.	With immediate effect to be constantly reviewed	DHT/Class Teachers/ SEN Governor	
	Ensuring disabled parents have every opportunity to be involved	Utilise disabled parking spaces for disabled to drop off & collect children Offer a telephone call to explain letters home for some parents who need this Adopt a more proactive approach to identifying the access requirements of disabled parents	With immediate effect to be constantly reviewed	Whole school team With immediate effect to be constantly reviewed	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child’s education
	Ensure appropriate evacuation provision for pupils	Risk assessments Fire Evacuation leads Training of relevant staff	Once per month	Premises management ‘Phases leaders’	Ensure practice is in place for students of non/disabled needs have clear exit routes from the building
	Disabled toilets	The school currently has in place disabled toilets	Ongoing	Premises Management	To have clear designation for the disabled toilets
	Approach to Entrance	There are no obstacles along the approach to the building from either the main doors on the corner or from the side entrance.	Ongoing	Premises Management	There is clear signage by the main school entrance and a ramp for wheelchair access. Children enter the school via the main doors at 8.35am after which access is through the main entrance at Reception. This is controlled by a security code and ‘buzzer’

	Medium Term Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To improve community links	School to continue to have strong links with schools in Tendring and the wider community.	Ongoing	SLT/ All Staff	Improved awareness of disabilities in Tendring and the wider Improved community cohesion
Long term	Long Term Targets	Strategies	Timescale	Responsibilities	Success Criteria
	Continue to develop playgrounds and facilities.	Look for funding opportunities	Ongoing	Whole School Approach	Inclusive child friendly play areas
	To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via safety messages /letters/walk to school week	Ongoing	Premises Management SMSC Coordinator SLT	No accidents
	To maintain accreditation of Healthy Schools award	Continue to maintain the Enhanced Healthy schools target	2020-21	PSHE/Healthy Schools Co-ordinator Whole school approach	Achievement Award

Aim 3: To improve delivery of information to students/pupils and parents/carers with disabilities

	Short Term Targets	Strategies	Timescale	Responsibilities	Success Criteria
Short term	Improved access to written information	Audit of current information methods via parent view information survey	Ongoing	Wellbeing / SLT	Register of Parents/Carers and students/pupils with disabilities
	Availability of newsletters and school documents in alternative formats	<ul style="list-style-type: none"> • Letters in first language • Large print & audio when required • Narration Service • Text • Email 	Ongoing	All staff	Improved communication with Parents/carers

	Medium Term Targets	Strategies	Timescale	Responsibilities	Success Criteria
Medium term plan	To review students' records ensuring school's awareness of any disabilities	Information collected about new students <ul style="list-style-type: none"> • Add to admissions documents • Individual files updated • Information passed to all teaching staff via pen portrait • Review meetings • Medical forms updated annually for all students/pupils • Personal health plans • Significant health problems communicated to all staff, info kept in a central area 	Annually	Form / Nurture tutors TA's SEN CO Outside agencies Wellbeing SLT Admin staff	All staff aware of disabilities of students/pupils they teach

	Long Term Targets	Strategies	Timescale	Responsibilities	Success Criteria
	Ensure all policies consider the implications of disability access	<ul style="list-style-type: none"> • Consider all policies in view of priorities 	Ongoing	SLT/Governors	Access to all aspects of school life for all students/pupils
	Review school website	<ul style="list-style-type: none"> • Consider accessibility for all parents and general public 	Ongoing	SLT/ professional web site builder?	Improved information for parents /carers, student/pupils and other users of the school website