



# White Hall

Academy & Nursery

## Accessibility Plan

2023-2026

### **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.

	Aim	Objectives	Who	Action	Outcome
Access to the curriculum	Increase access to the curriculum for pupils with SEND	Teachers continue to develop their use of adaptive teaching to meet the needs of all the children in their class and to embrace an engagement curriculum.	All staff	Whole staff CPD on adaptive teaching strategies and on the use of an engagement curriculum.	SEND pupils able to successfully access the curriculum and make good progress at least in line with national.
	Develop an in-house SEND provision to meet the needs of pupils with high levels of need (previously not seen in mainstream schools)	To develop a provision to support the complex language and communication needs of pupils with the aim of integrating the children into mainstream classes.	GA EE	Develop the curriculum in partnership with Shorefields Special School.  CPD for staff in the provision – effective use of visuals in particular.	Established Rainbow provision. Communication and language of the pupils is enhanced and they are then able to access more time in the mainstream classroom.

	Aim	Objectives	Who	Action	Outcome
Access to the physical environment	To improve access to the physical environment	Increase access to classrooms and outside areas	Site team TS	Install permanent ramps to all external doors and purchase a mobile ramp as a temporary solution	All learners and parents able to access the whole school site
	To improve safety	Enable visually impaired children to independently use the evacuation route.	Site team TS	To install a high visibility line around the perimeter of the school leading to the fire evacuation point	Visually impaired children able to safely evacuate the school building

	<b>Aim</b>	<b>Objectives</b>	<b>Who</b>	<b>Action</b>	<b>Outcome</b>
<b>Access to information</b>	Increase communication to parents about support they can at home	To improve the accessibility of phonics teaching to pupils with disabilities.	EYFS, KS1 and LKS2 teachers	Class teachers to be filmed modelling the teaching methods for each phoneme. Share as appropriate with parents on Class Dojo.	All parents and pupils have access to resources to support reading at home. Provide clarity of expectations to parents.
	Improve the delivery of information to pupils and parents/carers.	Develop our use of assisted technology for parents to be able to access information.	SLT	Written information to be translated into a range of different languages using the ClassDojo platform  Interpreters are used for families who are unable to speak English.	Parents/carers and pupils are able to access key information from the school.