



Whitegate CofE Primary School

2021-24 Accessibility Plan

At Whitegate CofE Primary School, we are committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to develop a culture of awareness, tolerance and inclusion.

Whitegate CofE Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school.

The Accessibility Plan contains relevant actions to:

- 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 aids to access 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-bodied pupils. This covers teaching and learning and the wider curriculum 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 handouts, 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.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

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

- Equal Opportunities Policy
- Health & Safety Policy

- Special Educational Needs and Disabilities Policy
- Relationships Policy
- Strategic School Development Plan

It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

The Plan will be monitored, to assess its impact on the school community, through the Curriculum and Policy committee annually.

Action	Means	Success Criteria	Monitoring	Time Scale
Continue to analyse data to ensure progress of all pupils is being made.	Pupil Progress Meetings	There is no evidence of inequality in achievement.	SLT	Ongoing
Create a teaching space for personalised learning.	Small group and 1:1 work to help children to concentrate and create a quiet area to learn.	All children achieve their potential and make good progress.	HT and SENDco	Summer 2021
Audit and purchase resources to assist children to access the curriculum.	SENDco to audit needs of children in the school.	Resources purchased to facilitate learning for children with specific needs in school.	All teachers to report needs to the SENDco	Ongoing according to pupils' needs.
To continue to develop the curriculum to meet the needs of all pupils. To ensure that the curriculum is appropriately differentiated to meet the needs of all pupils,	Audit needs of pupils with specific needs. Create rolling programme. Introduce new aspects to ensure needs are met.	Curriculum reviewed annually to ensure it meets the needs of all. Staff to alter written work/presentation of work to enable children to access alongside their peers.	Curriculum Leaders & SLT	Termly monitoring

including those with identified special educational needs and/or disabilities.				
To continue to ensure that all pupils access the full curriculum.	Adults are used to support targeted pupils, resources are provided as required. Support is given for residential visits eg. through deployment of extra adults, support with administration of medicine, modification of activities. All curriculum leaders have an inclusion statement to identify how their curriculum area meets the needs of all pupils.	Careful planning of all off-site activities to ensure that all pupils can participate.	Monitored by curriculum leaders in consultation with the SENCO.	
Arrange training identified to support pupils with specific needs.	Staff training booked. Staff to be made aware of range of services available for support of learners.	Staff training takes place.	HT and SENDco	Ongoing
To ensure correct equipment is in place.	Specialist equipment purchased and updated as and when required.	Respond to OT and Physiotherapists in response to meeting pupils' needs.	HT and SENDco	Ongoing
To stone the path to the field ensuring that those who have mobility difficulties can access this area.	Pathway covered in stone chippings.	All children able to access the field.	HT/Premises Committee	Autumn 2022
Continued promotion of supporting diversity and LGBT through collective worship, SRE and reading texts	Through curriculum teaching, children will openly talk and discuss differences in a positive manner. Diversity teaching will continue to be threaded through named lessons. Children will respond positively to			Ongoing

	learning about (for example) artists, sports people, musicians			
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