



**Whitehill**  
Primary School

## **POLICIES AND PROCEDURES**

### **ACCESSIBILITY PLAN**

<b>Date Policy Originated/Amended</b>	<b>Date Policy Approved by WPS Governing Body</b>	<b>Signature</b>
September 2013		
March 2017	25 January 2018	A Robinson

For review by WPSLGB

Next review due: January 2020



## **Accessibility Plan**

### **Objective**

To reduce, and where possible, eliminate barriers to accessing the curriculum for Pupils at Whitehill Primary School with a disability.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as 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 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;

### **Context**

Whitehill is housed on a split site that dates back to the 1930's. The building is over 2 floors and would need major works before the building completely met the needs of pupils in wheelchairs or those with severe mobility problems. That said all specialist facilities (ICT suit, art study, library and school hall) are all situated on the ground floor.

### **Plan**

This plan considers all of the protected characteristics under the Equality Act and with the DDA (Disability and discrimination act).

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 protected characteristics include - Age (in relation to staff); disability; gender re-assignment; marriage and civil partnership (in relation to staff only); pregnancy and maternity (In relation to staff only); race; religion Faith or belief; sex; and sexual orientation.

NB. Within the appendix there is a list of recommended adjustments for teachers to use within the physical environment. Although this is not an exhaustive list it gives practical steps for teachers to use.

## Schedule 21: Action Plan A – Physical Access

Ref	Question	Recommendations	Status	Responsibility
1	Corridor	Keep corridors clear from obstructions. Coats and bags are stored in the corridors in purpose built furniture. Teachers and TA's need to ensure that these are not left on the floor.	On-going	MM
2	Wheelchair access to main school building	<p>A ramp leads up to the main school entrance (KS2) and there are ramps within all of the corridors. All other entrances at KS2 are accessible.</p> <p>In KS1 there is access to the building through the ramp to the main hall or through the nursery entrance. Access to outdoor learning is through the nursery entrance.</p> <p>At present there is a 10cm step up to most classrooms. They all have a yellow caution strip. There is a ramp to the library, a set of toilets and a classroom on the lower floor.</p>	Complete	MM
3	Disabled parking	There is a disabled parking space in front of the school. This is the closest space to the main school building.	Complete	MM
4	Disabled Toilet	One in key stage 1; one in key stage 2.	Complete	MM
5	Changing and Shower	In place in KS2	Complete	MM

**Schedule 22: Action Plan B – Improving Curriculum Access**

Ref	Question	Recommendations	Status	Responsibility
1	Differentiation in Teaching	Inclusion manager and Phase leaders to monitor quality of differentiation and provision for SEND pupils.	Term 6 2017	JP
2	Interventions	Inclusion manager to audit current interventions and their success/impact on progress. Provision mapping to be used across all year groups.	Term 4 2017	JP
3	Classrooms are organised to promote the participation and independence of all pupils	Inclusion manager to carry out an audit of resources /QFT to ensure that lessons are planned to meet the needs of all pupils in the class.	Ongoing	JP
4	Staff training in the production, implementation and review of Provision maps and PSP's	Inclusion Manager to deliver staff training to teaching staff.	Term 3 2017	JP

## Appendix

### Reasonable adjustments in the classroom

This is not an exhaustive list of every aspect of planning, it is a list of practical classroom arrangements that teachers may find useful in thinking of a range of adjustments they might want to make.

#### 1. Pre-planning information.

- Have you been given information on the nature and degree of impairment and the access needs of the disabled pupils in the class?
- Have you been shown or do you know how these disabled pupils access needs and personal care needs will be met in the class?
- If you don't know how the disabled pupils needs will/can be met seek advice from SENCO, Head of Department, Head or Deputy or from other agencies such as Educational Psychologists, Advisory Teacher or Health Professionals.

#### 2. What preparation have you made with the class/ group for:

- one to one peer support
- collaborative teaming
- group work
- valuing difference of race, gender, ethnicity, disability or religion
- How do you ensure that mutual respect is encouraged within your classroom? Are you clear about how to deal with bullying and harassment in the class?

#### 3. Lesson planning: how will you support the needs of all learners?

Consider:

- timing,
- variation of activities,
- types of activities [concrete/abstract],
- reinforcement of key ideas,
- extension work
- recall of previous work,
- links to future work,
- clear instructions.
- Will the content of the lesson engage all pupils from the beginning? Will there be sufficient variation in activities and pace to engage all?
- Are you able to access specially adapted equipment for some students to enable them to participate fully?
- If not, can an alternative way be found?
- Will the diversified and differentiated work allow all pupils to experience success at their optimum level?

#### 4. What different teaching styles are you going to use?

- Visual e.g. use photos, mind maps, maps and diagrams, pictures, film clips, wall displays?
- Auditory e.g. use story telling, talking, effective questions, problem solving, clear sequencing, music, singing?
- Kinaesthetic e.g. use movement, role play, artefacts, use the environment

#### 5. Prepared materials

- Are written materials accessible to all: formats; readability; length; content?
- Scaffolding [practical materials] e.g. writing frames, pictograms, sounds, pictures, objects, artefacts, word lists, number lines, etc, are they accessible to all?
- Appropriate use of augmented communication and ICT

**6. Self presentation**

- Have you thought about how you will: react to situations of stress, humour, seriousness, embarrassing questions; offer encouragement to all; challenge the behaviour not the child?
- Are all the students aware that you might approach the behaviour of some students in a different manner to the rest of the class?
- How will you use your voice in the lesson, eg: volume, tone, and make sure all children are understanding you?
- Where will you position yourself in the classroom and when?

**7. Use of support staff**

- Have you met with or at least communicated with support staff before the lesson?
- How are you going to use other adult support in the lesson?
- Does their use allow all children to be equally included in the class activities?
- If you are using support staff for withdrawal, how do you know the pupils are gaining from this?
- If you are using withdrawal, how are the groups organised?

**8. Classroom organisation**

- Is seating carefully planned and/or the activity accessible for pupils with:
  - mobility impairments e.g. circulation space, table height
  - hearing impairments e.g. sight line for lip reading/ interpreter/ no glare
  - visually impaired e.g. maximise residual sight, if touch can reach
  - pupils with challenging behaviour e.g. in adult gaze; at front for eye contact
  - pupils with short attention span/easily distracted, eg: sit on own
  - learning difficulties who need a lot of support, eg: next to peer supporter
  - short attention span, eg: distraction free zone
- What seating plans are you using and why?
- Will seating plans make use of peer support and how?

**9. How will you organise and group pupils in lessons?**

- Friendship groupings?
- Mixed sex/same sex groupings?
- Mixed ability/same ability groupings?
- Specific pairs of pupils working together, eg: stronger reader/weaker reader?

**10. How will you deal with unexpected incidents?**

Are you aware of the systems for dealing with unexpected incidents, eg: evacuation, fainting or fits, incontinence, medical emergencies?

**11. How will you ensure that all students feel equally valued through their experiences of:**

- the allocation of teacher and support staff time;
- being listened to/ paid attention to;
- being respected;
- achieving;
- interacting with their peers.

**12. How will you assess the outcomes?**

- Do you have a scheme for assessing the achievements of all?
- Have you looked at alternative forms of assessment? e.g. video recording progress, peer evaluation, self evaluation?
- How will you involve pupils in assessing their progress?