



Whitegate CofE Primary School

2024-27 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 Quality of Education committee annually.

| Action | Means | Success Criteria | Monitoring | Time Scale |
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| 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 |
| Audit and purchase resources to assist children to access the curriculum. | SENDco to audit needs of children in the school. Specialist equipment purchased and updated as and when required. | Resources purchased to facilitate learning for children with specific needs in school. Respond to OT and Physiotherapists in response to meeting pupils' needs. | 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 matched to the needs of all pupils, including those with identified special | Ensure curriculum plans include adaptations and modifications to allow all pupils to have full access to our ambitious curriculum. Make reference to the guidance for supporting SEND at Whitegate. (Produced collaboratively with teachers and support staff 2022.) | Curriculum reviewed annually to ensure it meets the needs of all. Staff to alter provision to enable children to access alongside their peers. There is no narrowing of the curriculum for those with SEND and the bottom 20%. | Curriculum Leaders & SLT | Termly monitoring |

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| educational needs and/or disabilities. | Introduce new aspects when necessary to ensure needs are met. | All curriculum leaders have an inclusion statement to identify how their curriculum area meets the needs of all pupils. (Intent statement on the school website.) | | |
| To continue to ensure that all pupils access wider curriculum opportunities. | 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. | Careful planning of all off-site activities to ensure that all pupils can participate. Pupils have had the opportunity to represent the school in sporting events. Pupils have had the opportunity to take part in enrichment clubs. | Monitored by curriculum leaders in consultation with the SENCO. | |
| Arrange training identified to support pupils with specific needs. | Staff training booked in response to current neurodiversity within the school. Staff to be made aware of range of services available for support of learners. | Staff training takes place following a robust appraisal cycle. Training is disseminated. | 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 2027 |
| Continued promotion of supporting diversity and LGBTQIA+ through collective worship, SRE and reading texts | Themes around diversity will be planned out throughout an academic year as part of our PSHE yearly overview. This includes 'No Outsiders' lessons and British Values. | Through curriculum teaching, children will openly talk and discuss differences in a positive manner. | | Ongoing |

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| | <p>Diversity teaching will continue to be threaded through named lessons.</p> <p>The courageous advocates studied each term will cover a range of diversity. (This support our curriculum driver: 'One Wise Thought'.</p> | Children will respond positively to learning about (for example) artists, sports people, musicians. | | |
| Remodel the accessible toilet as part of the internal refurbishment of that area. | Architects to design remodelled area and submit bid to the diocese. | A fit for purpose accessible toilet. | Premises committee | Autumn 2027 |
| Create an accessible toilet for visitors in the main entrance. | Architects to design remodelled area and submit bid to the diocese. | A fit for purpose accessible toilet and office area. | Premises committee | Autumn 2027 |