

Whitegate End Primary School and Nursery



Accessibility Plan

Responsible Committee	LGC
Date ratified	18 December 2024
Next review	December 2027
Signed on behalf of the governing body	<i>K Painter</i>
Print name	K Painter

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1. Aims

At Whitegate End we are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Whitegate End we believe excellent teaching provides children with the opportunities to be the best that they can be. We work hard to provide a caring, stimulating and inclusive environment to ensure that every child reaches their full potential.

We are committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.

We tackle discrimination through the positive promotion of equality, by challenging bullying and stereotypes and by creating an environment which champions respect for all.

At Whitegate End we believe that difference and diversity is a strength which should be respected and celebrated by all those who learn and teach here and by all who visit us.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents/carers, staff, Governors and external agencies.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Objective	Action	Timescale	Responsibility	Outcome
Increase access to the curriculum for pupils with a disability	<p>School offers a differentiated curriculum for all pupils and makes reasonable adjustments to meet the needs of our children.</p> <p>Resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>Increase confidence for staff in differentiating the curriculum.</p>	<p>Ongoing</p> <p>Amendments made following Annual reviews & SEN meetings and progress meetings</p> <p>Termly</p> <p>Set annually and reviewed termly</p> <p>Ongoing</p>	<p>SENCO HT</p> <p>SENTA Class Teachers</p> <p>Class Teachers</p> <p>HT/DHT/SENCO</p> <p>Class teachers</p>	<p>Inclusive curriculum for all. Pupils feel involved in curriculum coverage.</p> <p>Improved pupil achievement</p> <p>Pupils with DSEN progress monitored by SENCO & HT and identify gaps.</p>
Our DSEN team champion the needs of those children who may have a disability.	Ensure support staff and DSEN staff have appropriate access to specific CPD.	Ongoing CPD programme	SENCO	Fundraising and support for charities relevant to our children
TA's ensure individual needs are considered and resourced.	Ensure all staff are aware of the individual needs of pupils with DSEN.	Ongoing	SENCO HT	Interventions identified and monitored for pupils with DSEN

	To utilise assistive technology to support learning-software, I Pad	Ongoing	Class teachers & Teaching assistants	
Pupils are actively encouraged to share their views regarding the curriculum and provision.	Pupils engage with school council activities. Pupil voice sought for review meetings	Ongoing	All staff	Pupil voice survey
Improve and maintain access to the physical environment	Reasonable adjustments are made to the school environment and building regarding accessibility This may include: Ramps Consider access from disabled parking bays ensuring clear route to school. Access plans for individual pupils when required, including Risk assessments completed for those children who have mobility issues including temporary broken bones that restrict movement.	Reviewed termly Ongoing Ongoing	Business manager Business manager Business manager	Record of adjustments made. Improvement in visibility of hazards to support VI children Record of site walks
Educational Visits are accessible to all	Ensure swimming transport is suitable for all pupils. Swimming staff are aware of	Annually September	LA Business manager HT	EVC policy followed.

	<p>individual needs.</p> <p>Risk assessments carried out for all visits including additional assessments for identified pupils.</p> <p>Pupils involved in class risk assessments and for trips.</p> <p>Highlight steps in school; grounds using a contrasting paint colour.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Monitored regularly weblog</p>	<p>Class teachers Business manager EVC</p> <p>Business manager Caretaker</p>	<p>Risk assessments carried out prior to trip and recorded on Evolve.</p> <p>Daily risk assessment checklist</p>
Improve the delivery of information to pupils and parents with a disability	<p>Monitor school Internal and external signage</p> <p>Provide Large print resources where needed.</p> <p>Provided Pictorial or symbolic representations where needed. Termly IAP meetings and structured conversations are pupil centred.</p> <p>Parents/carers are provided with copies of meeting notes with limited jargon.</p> <p>Weekly class drop in for parents/carers to meet with teachers face to face.</p> <p>Regular communication via the text messaging service.</p>	<p>Termly</p> <p>Ongoing</p> <p>Ongoing</p> <p>Termly</p> <p>Ongoing</p> <p>Weekly</p> <p>Ongoing</p>	<p>Caretaker Business manager</p> <p>Office staff Class teachers</p> <p>Class teachers</p> <p>SENCO Class teachers</p> <p>SENCO & Class teachers</p> <p>Class teachers</p> <p>Office staff</p>	<p>Clear easily accessible information for all.</p> <p>IAP timetable Letters to parents</p> <p>Meeting notes stored on markbook</p>

	Letters home do not use educational jargon and use plain English.	Ongoing	Office staff & Class teachers	Record of letters held in office and on website.
	Parents are informed via the website of the opportunity to access alternative formats.	Ongoing	HT	
	Termly pupil progress reports sent home to parents	Termly	Class teachers	
	Weekly class updates on the school webpage.	Weekly	Class teachers	

4. Monitoring arrangements

The action plan will be monitored by the Governor responsible for SEND.

This document will be reviewed every three years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Resources Committee

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

6. Links to Oldham Council Local Offer and other Partners

The link to Oldham Council's Local offer webpage where families can gain access to services, activities and resources: Please add the web link and image to your school website

Local offer website link: www.oldham.gov.uk/localoffer

Oldham's Local Offer is an online resource for children and young people with special educational needs and disabilities (**SEND**) aged 0–25 and their families



POINT Oldham:

<http://pointoldham.co.uk>



SENDIASS

<https://www.point-send.co.uk/Pages/Categorystory/oldham-sendiass>



Family Information Service

www.oldham.gov.uk/familyinfo

