

# The White House School



## Accessibility Policy and Action Plan

*Healthy Minds, Happy Hearts*

<i>Created by Elle Vinall, Headteacher:</i>	<i>November 2022</i>
<i>Last review:</i>	<i>July 2023</i>
<i>Last Approved by the School Board:</i>	<i>August 2023</i>
<i>Next review due by:</i>	<i>August 2024</i>

## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.
- To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

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.

Our vision for our children, who all have Special Educational Needs, is to design and deliver our curriculum and extra-curricular activities around their needs. Inclusion is at the heart of our school community and curriculum framework. We aim to empower our pupils to recognise and harness their strengths, gifts and talents.

The school recognises its duties under the Equality Act 2010:

- Not to discriminate against pupils with disabilities in their admission and exclusions, and provision of education and associated services.
- Not to treat pupils with disabilities less favourably.
- To take reasonable steps to avoid putting pupils with disabilities at a substantial disadvantage (the 'reasonable adjustment' duty) in matters of admission and education.
- To have and regularly to update an Accessibility Plan which meets the statutory requirements by being in writing and covering the three strands over time.

### Our Equality objectives:

- To promote the awareness between children, staff and parents of the protected characteristics as set out in the Equality Act, through an engaging PSHE/SMSC programme and throughout all aspects of the curriculum.
- To foster good relations between people who share a protected characteristic and those who do not.
- To robustly challenge inappropriate language and behaviour amongst any group within the school and community; taking any opportunity to educate.
- To build/continue to develop an environment where everybody feels safe and safe to challenge others where their behaviour falls short of what is expected within The White House School and the wider community.

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.

The school supports any available partnerships to develop and implement the plan.

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

As the school is newly opened and does not have a range of stakeholders this plan has been created with regard to available guidance. From September 2023 the school will consult with a range of stakeholders in the development of this accessibility plan, including pupils, parents/carers/guardians, staff and members of the school board.

## **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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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. The guidance states that the adjustment made is relative to the size and resources of the school.

## **3. Monitoring of the Accessibility Policy and Plan**

In formulating the policy and plan, the SLT may co-opt additional members whose expertise in any field would be of assistance.

The SLT's terms of reference are:

- To review the school's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled.
- To make decisions with a view to improving the accessibility of its education in its many aspects, to pupils or prospective pupils with disabilities, by means of reasonable adjustments and to implement, evaluate, and continue to review the effectiveness of any measures taken.
- To continue to review the school's Equal Opportunities Policy.
- To continue to review the school's Accessibility Action Plan.

## **4. Key Action Areas**

The Accessibility Plan is written with 3 key sections in mind. These are:

**SECTION A:** Increase the extent to which pupils with disabilities (including those with special educational needs) can participate in the school's curriculum.

**SECTION B:** Improve the physical environment of the school in order to increase the extent to which pupils with disabilities are able to take advantage of education and benefits, facilities or services provided or offered by the school.

**SECTION C:** Improve the delivery to pupils with disabilities of information that is readily accessible to pupils who are not disabled.

## **5. Monitoring Arrangements**

This document will be reviewed every year by the Headteacher, but may be reviewed and updated

more frequently, if necessary.

At every review, the policy will be shared with and approved by the School Board.

## **6. Links with other policies**

This Policy and Accessibility Plan is linked to the following policies and documents:

- Curriculum Policy
- Equal Opportunities Policy
- Equality Information and Objectives
- Health and Safety Policy
- Risk Assessment Policy
- Special Educational Needs and Inclusion Policy
- Supporting Pupils with Medical Conditions Policy

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### 7. The Accessibility Action Plan 2022-2025

Created November 2022.

Updated July 2023

CURRENT GOOD PRACTICE:	OBJECTIVES:	ACTIONS TO BE TAKEN:	PERSON RESPONSIBLE FOR ACTION:	PERSON RESPONSIBLE FOR SIGN OFF:	DATE TO COMPLETE ACTIONS BY:	RESOURCES AND COST:	SUCCESS CRITERIA:	DATE ACHIEVED AND SIGNED OFF:
<b>SECTION A:</b> Increase the extent to which disabled pupils (including those with special educational needs) can participate in the school's curriculum.								
Our school offers a differentiated curriculum for all pupils.	Once we know the specific needs of our pupils, ensure full access to the curriculum is in place.	Ensure all aspects of the curriculum are accessible.	EV/SLT	EV	By February half term.	£££	All pupils can access our school's curriculum successfully	Met February 2023. We created a Sensory Curriculum pathway and mixed-age class to meet the needs of all our pupils.
We use resources tailored to the needs of pupils who require support to access the curriculum.	To continue to adapt these as our pupil cohort grows, in relation to pupil's individual resource needs.	Ensure all required SEND learning resources are in place.	SENCO	EV	Ongoing – as new pupils join the school	£££	Each pupil has the individual resources required to access all aspects of our curriculum.	Met and ongoing
	To recognise that ICT can promote independent accessibility to the curriculum and so the	To provide computer technology appropriate for pupils with learning disabilities.	SENCO/SLT	EV/DF/BD	September 2023	££££	ICT resources play a valuable and enhancing role within our	

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	<p>school is proactive in seeking best practice.</p> <p>To have dyslexic and dyscalculia friendly classrooms, with resources readily available for children to access their learning as independently as possible.</p>	<p>Ensure classroom environments and resources are dyslexia and dyscalculia friendly.</p>	SENCO/SLT	EV	September 2023	£££	<p>curriculum.</p> <p>Pupils with dyslexia and/or dyscalculia can access all aspects of our curriculum.</p>	
<p>We deploy LSA's effectively to support pupils' participation and encourage independent working.</p>	<p>We match the skills and attributes of our support staff appropriately to our pupils to ensure maximum learning potential.</p>	<p>As the pupil cohort grows, recruit experienced and qualified support staff.</p>	SENCO/SLT	EV	Ongoing	££££	<p>Highly effective support staff are in place to support all pupils.</p>	

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<p>We have a robust programme of CPD, which is reviewed and updated regularly.</p>	<p>To continue to develop a CPD programme to ensure staff are kept aware of the need to offer resources in alternative formats where necessary, and are knowledgeable in terms of the needs of pupils with disabilities and strategies to support them.</p>	<p>Staff training requirements identified (Appraisal) Staff training in staff meetings, guest speakers, link professionals, INSET training.</p>	<p>SENCO/SLT</p>	<p>EV</p>	<p>Ongoing</p>	<p>£££</p>	<p>Staff are confident and conscious of the need to ensure effective learning resources are in place.</p>	
<p>Curriculum resources include examples of people with disabilities.</p>	<p>Further enhance and expand our curriculum resources to include a neuro-diversity library.</p>	<p>Research and purchase required books to reflect our school community.</p>	<p>SENCO/SLT</p>	<p>EV</p>	<p>Ongoing</p>	<p>£££</p>	<p>Pupils can relate to the characters they read about in common literature and celebrate neurodiversity.</p>	

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<p>Curriculum progress is tracked for all pupils, including those with a special need or disability.</p>	<p>Create further data analysis of attainment to reflect the achievements of different pupil 'groups'.</p>	<p>Ensure all teachers have updated the 'Pupil Snapshots' on each SOW to reflect the needs of all pupils.</p> <p>Staff to ensure their PPT document is kept up-to-date so termly analysis by the SLT can be conducted.</p>	<p>Class Teachers/SLT</p>	<p>EV</p>	<p>Ongoing</p>	<p>£</p>	<p>Attainment analysis provides meaningful data, where trends can be spotted and support measures quickly put in place.</p>	
<p>Targets are set effectively and are appropriate for pupils with additional needs.</p>	<p>Ensure targets are set and reviewed regularly to allow opportunities for progression.</p>	<p>All staff to ensure targets are being recorded on the central tracking sheet so they can be reviewed by SLT.</p>	<p>Class Teachers/SLT</p>	<p>EV</p>	<p>Ongoing</p>	<p>£</p>	<p>All pupils are familiar with their meaningful targets. SLT are able to monitor pupil progress towards meeting these.</p>	

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The curriculum is reviewed to make sure it meets the needs of all pupils	Ensure regular HOD/SLT meetings take place to review the curriculum.	Schedule these on to the staff meeting and training programme.	SLT/HOD's	EV	Ongoing	£	There is a commonplace practice of reviewing and improving the curriculum	
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<b>SECTION B:</b> Improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.								
The environment is adapted to the needs of pupils as required.  This includes: Ramps Corridor width  Disabled toilets and changing facilities.  Disabled Parking bays	As our pupil cohort expands, ensure full access to the school's physical environment.	Ensure external pathways and steps are accessible to all and hazards are clearly marked.	School Board	EV/DF	Sept 23	£££	Pathways and steps are free from hazards and maintained as part of routine maintenance programme	
		Ensure all wheelchair access ramps are serviceable and meet the 1:15 gradient.	School Board	EV/DF	Sept 23		Wheelchair users have access to the building	
		When re-decorating corridors and doors ensure	School Board	EV/DF	Sept 23		Doors and corridors easily differentiated	

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		<p>high contrast between walls and doors to assist visually impaired.</p> <p>Include a changing table as part of the pupil's facilities.</p> <p>Place a sign in the car park to clearly outline which bay is reserved for disabled parking</p>	<p>School Board</p> <p>LC</p>	<p>EV/DF</p> <p>EV</p>	<p>Sept 23</p> <p>Sept 23</p>		<p>Pupils have the necessary intimate care resources required.</p> <p>There is a designated parking space for disabled visitors.</p>	
<p>The school environment to be in calming and muted colours to reduce sensory overload for those pupils with sensory needs.</p>	<p>Ensure that new / newly renovated spaces remain in keeping with this calming environment. No use of red or bright, harsh colours within the school or grounds.</p>	<p>To be taken into consideration and acted upon as new spaces are developed.</p>	<p>School Board</p>	<p>EV/DF</p>	<p>Sept 23</p>		<p>Our environment is calm and conducive for all pupils.</p>	
<p>We ensure sensory resources are freely available for children to access at times when they are feeling dysregulated, or at regular intervals to keep themselves regulated.</p>	<p>As the cohort grows, provide a bank of sensory resources in each classroom, or at least in each Nurture Space.</p>	<p>Source and order sensory resources, as required.</p>	<p>SENCO</p>	<p>EV</p>	<p>Sept 23</p>	<p>££-£££</p>	<p>Pupils following both curriculum pathways have easy access to sensory resources.</p>	

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<b>SECTION C:</b> Improve the delivery to disabled pupils of information that is readily accessible to pupils who are not disabled.								
<p>Our school uses a range of communication methods to make sure information is accessible to both parents and pupils.</p> <p>This includes:</p> <p>Internal signage</p> <p>Large print resources</p> <p>Pictorial or symbolic representations</p>	<p>To provide more information to parents about Special Needs provision and support.</p> <p>To provide and adapt resources on a pupil-specific level, such as:</p> <p>Use of dyslexic friendly font size</p> <p>Use of specialist ICT equipment.</p>	<p>Provide a useful booklet on support services. Make sure these are also clearly signposted to on the school's website.</p> <p>The school will respond to any requests from parents for alternative formats of learning resources and equipment.</p>	SENCO Therapy team	EV	Sept 23	££-£££	<p>Parents have access to the information necessary to ensure full access to the curriculum for their children.</p> <p>As required, pupils have full access to information which best suits their level of need.</p>	

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<p>Raise awareness with staff of the importance of using a range of communication systems according to individual need.</p>	<p>Look at local training partners to implement specialist training for identified staff.</p>	<p>CPD training to be arranged as required. On-going CPD to include training on a range of issues such as functional use of language, 'Signalong' and managing SALT plans.</p>	<p>SENCO/SLT</p>	<p>EV</p>	<p>Oct 23</p>	<p>££-£££</p>	<p>Staff are trained in, and adopt, a wide range of communication strategies to deliver information to pupils with disabilities.</p>	
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