



Accessibility Plan

Audience:	Parents REAch2 Staff Local Governing Body
Other related policies:	• Teaching & Learning • Positive Behaviour • SEND • Supporting Pupils with Medical Conditions • Safeguarding & Child Protection • Health & Safety • Critical Incident, Fire Risk Assessments and Premises Risk Assessments
Review:	Sept 2028

This Accessibility Policy and Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan. This policy complies with our funding agreement and articles of association.

1. Key Objectives & 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 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

White Meadows Academy aims to treat all its pupils fairly and with respect and is committed to providing an accessible environment which values and includes all pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. This involves providing access and opportunities for all pupils without discrimination of any kind. We are committed to challenging negative attitudes about disability and accessibility, and to developing a culture of awareness, appreciation and inclusion.

Our Accessibility Plan details relevant actions regarding three key areas: -

Section 1: Physical Site Access

Access to the physical environment of the school, adding or adapting specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.

Section 2: Access to the Curriculum

Increased access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are nondisabled 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.

Section 3: Access to Information

Improve and make reasonable adjustments to the delivery of information to pupils, staff, parents/carers and visitors with disabilities, ensuring information is made available in preferred formats and additional support is provided for pupils, parents/carers and visitors who are unable to access written information.

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. Responsibilities & Training

It is the responsibility of the whole school community to implement this plan in a manner which promotes the inclusive ethos of our school. To ensure all staff are equipped to do this, the Governors and Senior Leadership Team recognise

the importance of ongoing awareness raising and training for all staff regarding the needs of disabled people, and how to best provide assistance for them to enjoy the school experience as fully as possible.

4. Health & Safety

Health and safety issues are identified and addressed on a continuous basis by a range of people within school – including, but not limited to, the Headteacher, Special Educational Needs Co-ordinator (SENCo), Link Governor for Health & Safety, Staff (activities, classrooms), Premises Manager and Educational Visit Co-Ordinator. Health and safety is everyone's responsibility.

Risk assessments (school and trips/activities) take account of specific pupils with disabilities and identify evacuation procedures for individual pupils whose movements are compromised by their disability (EHCPs).

The SENCo has the responsibility for ensuring that identified pupils with Special Educational Needs and Disabilities (SEND) access all areas of the site within the health and safety guidelines. The medical conditions of staff affecting health and safety and site accessibility are known on a need-to-know basis by the Headteacher and related staff.

5. Supporting Partnerships

White Meadows Academy works with a large number of specialist services and supporting partners including: Occupational Therapists; Speech & Language Therapists, Educational Psychology Service, Child and Adolescent Mental Health Services (CAMHS), School Nurse, West Sussex SEN Team, Dyslexia Assessors, and other advisory services and charities.

White Meadows Academy also has close relationships with its feeder Nurseries and Pre-Schools, as well as working closely with other schools, to ensure thorough transition arrangements are in place for new pupils starting school. This may include multi-agency meetings with parents/carers and all professionals involved with supporting the child.

6. Review & Implementation

The Accessibility Plan will be drawn up to cover a 3 year period and reviewed every 3 years. The review will look at each action to assess whether the success criteria has been met. Any actions that are incomplete or require further attention are carried forward to the next action plan.

7. Availability, Comments and Complaints

The Accessibility Plan will be available on the school website and paper copies are available on request from the school office. Any suggestions, comments or complaints should be raised with the Headteacher. 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.

Section 1: Physical Site Access

White Meadows Academy is fortunate to have a building which was designed to provide excellent accessibility of provision for all pupils, staff, parents/carers and visitors to the school, and meets the requirements of the Equality Act 2010. The review of the site access, and the resultant actions, has taken into account ambulant, dexterity, visual, auditory and comprehension impairment requirements. Where classrooms and common areas cannot be further adapted to suit particular disability requirements, or maintenance issues are temporarily impacting accessibility, changes will be made to the curriculum where possible to accommodate these needs.

Current good practice Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actioned By	Date to complete actions by
- The building is within convenient distance of a public highway, bus stops, a train station, and parking on Whitelea Rd. As WMPA is a large site, there is access from both sides of the school (East and West) outside school hours to allow pick-ups and drop-offs. - At our request, White Meadows has worked hard to minimise the amount of traffic at the start and end of the day. This is to make the front of school area as safe as possible for our children.	<u>As Required</u> Additional adaptations made as required to meet the needs of disabled pupils or staff joining the school.	Headteacher, SENCo and Premises Manager	When required.

Routes to school have dropped curbs with tactile information. There is ramp access to and from the main part of the school to allow a specific route for children that require access. All classrooms are on the ground floor with full disabled access from the main corridors. There are two main disable toilet areas in the school (KS1 and KS2) – one has a shower. Sensory room as part of the Tree House available for children with sensory impairment and ASD. Power operated front doors with movement sensors. Landings are large enough to permit passing and turning manoeuvres. Medical room and fridge with lock for storing medication. De-fibrillator x2. Trained Teachers (where specific) and Teaching Assistants able to administer Epi-Pens & test blood sugar levels for children with disabilities such as epilepsy and diabetes. Specific training for TAs to deal with any pupils in their classes with medical conditions and disabilities. All teachers in EYFS trained in paediatric first aid and multiple members of staff in each year group first air trained. Interactive whiteboards and visualisers allow images to be magnified. Individual laptops/ipads provided to pupils as necessary. Appropriate furniture/accessories provided as necessary, eg. pencil grips, wedge seats, alternative pens & pencils, fiddle toys, specialist cutlery. Astro area and rubber crumb under trim train in KS2.	<u>Ongoing</u> Safety and maintenance of equipment and resources checked by Premises Manager in accordance with best practice. <u>Ongoing</u> Staff trained on medical procedures according to the needs of pupils, eg. diabetes, epilepsy. <u>Ongoing</u> Specialist equipment purchased for children as required. <u>Ongoing</u> Rolling programme for first aiders across the school.	Premises Manager SENCo with support as needed from outside agencies. SENCo Support staff	As appropriate, ie. daily/weekly When required.
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Section 2: Access to the Curriculum

This section of the Access Plan is monitored by the Senior Leadership Team. Pupils across the Key Stages have an appropriate and adapted curriculum to suit their needs.

Current good practice Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actioned By	Date to complete actions by
- Teachers and TAs have the necessary training to teach and support pupils with a range of disabilities, and have access to specialist Teachers and therapists as well as external agency support. - Specialist Speech & Language Resource Base with specialist Speech & Language Teacher - Highly skilled Learning Mentors who are trained in a range of therapeutic techniques including sand, art and drawing therapy. - Adapted lessons with quality first teaching. - Highly qualified and well-trained Nursery Staff/HLTAs/Teaching Assistants supporting pupils in all classes. - Targeted intervention & support programmes delivered by Teachers and Teaching Assistants. - Targeted additional tuition, eg. Holiday Clubs, Sports Clubs, Academic Clubs - Pupil Progress Meetings held with all year groups three times a year to review pupil attainment and progress. Personalised learning programmes, SEND support and intervention programmes, amongst other activities, are reviewed, and any further training and support needs evaluated. Comprehensive and high-quality CPD programme for Teachers, Nursery Nurses, HLTAs, TSAs ensures staff are trained to support children with SEND. This ensures staff are able to facilitate access to the curriculum, structure lessons and prepare suitable resources.	<u>Ongoing Throughout Year</u> Training for teachers on scaffolding the curriculum and increasing access for SEND pupils. Makaton training to staff and parents/ carers as needed.	SENCo and Teaching & Learning Team	Ongoing as part of CPD
	<u>Ongoing Throughout Year</u> Training for HLTAs, TSAs on supporting curriculum access for pupils with SEND as well as providing intimate care, first aid and medical support.	SENCo	Ongoing as part of CPD and according to needs of the pupils
	<u>Ongoing</u> Appropriate use of specialised equipment to benefit individual pupils and staff. Reasonable adjustments in the classroom checklist	SENCo	Ongoing as part of CPD and according to needs of pupils

Makaton training for staff as needed. This can be shared with parents/carers as necessary in the form of workshops. Specialist hardware and software e.g. talking tins, Communicate in Print, large keyboards. Staff recognise and plan adaptations for pupils with SEN in national assessments, such as KS2 SATs and the Multiplication check, with eg. additional time, readers, scribes and rest breaks. Provision mapping with SENCo two times a year to review progress and attainment of children with SEND and plan interventions/support needs. Dyslexia screening programme. Hearing and sight test programme with school nurses. Invitation before and after school clubs for specific pupils Head of Safeguarding liaises with authorities and provides support for families Play Therapist service to support pupils with emotional, social and behavioural difficulties. School Behaviour Mentor, who trained to support children who display behaviours that challenge or who require support with social and emotional needs. Collaborative work with outside agencies to inform best practice for pupils with SEND, support application for assessment, and support parents/carers, including	<u>Ongoing</u> Commitment to develop and extend the use of ICT to increase pupil access to the curriculum. <u>Ongoing</u> Training for new staff on sensory circuits/corridors. <u>As Required</u> Specialist play equipment as required to enable disabled pupils to enjoy play which would normally be inaccessible to them.	SENCo & Computing Leader Teaching staff, SENCo, SENCo & Headteacher	Ongoing As required by new staff As required according to the needs of pupils
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Educational Psychologists, Outreach Inclusion. EHCPs developed for pupils, where required. Individual behaviour plans and playground timetables prepared for children requiring additional support to access the curriculum, playtime and school enrichment activities. Transition meetings held with Secondary Schools in order to support all pupils with pastoral needs, including children with social & emotional needs and/or SEND. Sensory room available for children with sensory impairment and ASD. Sensory areas in strategic areas. All Year 6 children are supported to ensure a smooth transition to Secondary School. Special consideration is given to individual children who may need extra support and scaffolding to ensure a smooth transition, including making transition booklets and meeting Secondary School staff.			
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Section 3: Access to Information

This section of the Access Plan is monitored by the Headteacher, with support from the school's administration team. Our aim is to ensure that children, parents/carers, staff and visitors have access to the information that they need, with due regard to confidentiality. Where necessary, the school will seek support from outside agencies to provide information in non-jargon language, symbols, large print, audiotape or Braille for children, prospective children or parents/carers who have difficulty with standard forms of printed information.

Current good practice Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actioned By	Date to complete actions by
- Letters read to parents/carers who require support. - Letters made available in a range of different formats, should the need arise, so parents/carers are able to access written information during parent workshops, parents' evenings and review meetings. - Workshops to show parents/carers how to support their child at home - Links to Family Liaison Officer support for parents/carers completing forms including Nursery and Reception admission/Secondary transfer documents.	Further support for office staff and teachers to identify parents/carers that may not be able to read for EAL or additional needs reasons	Headteacher	

Other Information

Supporting Pupils and Families:

West Sussex Curriculum Offer:

[SEND Local Offer - West Sussex County Council](#)

Reach 2 SEND Policies:

[Policies - REAch2 Academy Trust](#)

White Meadows's SEN Information report

Available on the school website or by using the following link -
[sen_info_report_24.pdf](#)

White Meadows's Admission Policy

[White-Meadows-Primary-Academy-Admissions-policy-25-26.pdf](#)

Appendix 1

Checklist for 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 when thinking about adjustments they could make to support pupils access to learning.

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? • If you don't know how the disabled pupil's needs will/can be met, seek advice from the SENCo.	
2. What preparation have you made with the class/ group for: • one-to-one peer support? • collaborative work? • valuing differences 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: – scaffolding – manipulatives – pre-teaching – timing – variation of activities – types of activities [concrete/abstract] – reinforcement of key ideas – extension work – recall of previous work – links to future work – deployment of additional adults – 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 pupils to enable them to participate fully? If not, can an alternative way be found? • Will the diversified and scaffolded/differentiated work allow all pupils to experience success at their different levels?	

4. What different teaching styles are you going to use? • Visual, eg. IWB, photos, mind maps, maps and diagrams, pictures, film clips, Communicate In Print, wall displays.	
• Auditory, eg. story-telling, talking, effective questions, problem-solving, clear sequencing, reciprocal reading, 'my turn your turn', reciting, music, singing. • Kinaesthetic e.g. movement, role-play, drama, artefacts, Makaton, the environment.	
5. Prepared materials • Are written materials accessible to all? Consider eg. formats, readability, length, content, Communicate In Print, overlays? • Scaffolding eg. writing frames, pictograms, sounds, pictures, objects, artefacts, word banks, number lines, manipulatives, etc.	
6. Self presentation • Are all the pupils aware that you might approach the behaviour of some pupils in a different manner to the rest of the class? • How will you use your voice in the lesson and make sure all children understand you? • Where will you position yourself in the classroom and when?	
7. Use of support staff • Have you met with and communicated with support staff before the lesson? • How are you going to deploy adult support in the lesson? • Does their use allow all pupils to be equally included in the class activities? • If you are using support staff for withdrawal, how are you ensuring the pupils are gaining from this? • As the Class Teacher, are you also teaching the pupil?	

8. Classroom organisation Is seating carefully planned and/or the activity accessible for pupils with: • mobility impairments? Consider, eg. circulation space, table height • hearing impairments? e.g. sight line for lip reading/ interpreter/ no glare • visually impairments? e.g. maximise residual sight, if touch can reach • pupils with challenging behaviour? e.g. in adult sightline; at front for eye contact • pupils with short attention span/easily distracted? e.g. sit on own, use of work station	
9. How will you organise and group pupils in lessons? • Friendship groups? • Mixed ability/same ability groups? • Specific pairs of pupils working together, eg. in order to challenge and/or support	
10. How will you deal with incidents related and unrelated to SEND? • Are you aware of the procedures for managing a child's condition in your class, eg. epilepsy, diabetes? • Do you know what cover arrangements are in place should the trained support staff in your class be absent? • Are you aware of individual children's evacuation procedures (EHCPs) in the event of evacuation? • Are you aware of the systems for dealing with unexpected incidents, eg. fainting, incontinence, medical emergencies?	
11. How will you ensure that all pupils 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?	
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| <ul style="list-style-type: none">• Have you looked at alternative forms of assessment for pupils with SEND, eg. video recording progress?• How will you involve pupils in assessing their progress? | |
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