



Accessibility Plan

September 2023- September 2026

Introduction

Schools are required under the Equality Act 2010 to ensure an accessibility plan is in place. The purpose is to:

- Increase the extent to which disabled pupils 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
- Improve the availability of accessible information to disabled people

Henry Whipple strives to treat all pupils fairly and with dignity and respect. We are committed to tackling discrimination in any form, promoting equality and fostering strong relationships with our school community. To facilitate this, we provide access and opportunities for all pupils with discrimination of any kind. At Henry Whipple Primary we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children which promotes understanding and awareness and understanding of diversity in our world. The achievements, attitudes and well-being of all our children matter. We promote the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender, background, culture, educational needs, sexual orientation race or religion and beliefs.

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can be challenging or exclude individual pupils or groups of pupils. This means that equality of opportunity must be a reality for our children.

Legislation and guidance

This document meets the needs of schedule 10 of the Equality Act 2010 and the DFE guidance for schools on the Equality Act 2010. The act defines an individual as disabled or 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 Education 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'. This includes as examples:

- Visual and hearing impairments
- Epilepsy
- Cancer
- Asthma
- Diabetes

We are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010. This aims to alleviate substantial disadvantage that a disabled pupil may face in comparison with non-disabled pupils.

Accessibility Plan – Sept 2023 - 2026

	Aim	Current good practice	objective	Actions/by	Person (s) responsible	Success criteria
1	Improving the delivery of Information to pupils/staff and parents with a disability	We use a range of communication methods and media to ensure information can be accessible for all parents including: - Text, website, email, X (formally known as Twitter) - We provide large print upon request For pupils: - Visual Wigdit timetables consistent across classrooms - Pictorial representations, dual coding embedded with schools Cognitive Science teaching pedagogy	Admission packs refer not only to pupils but also parents. Giving the opportunity for parents/carers to inform us if they have an additional need in accessing information. Continually review and refine use of Dual Coding including Wigdit. Adaptive teaching	Summer term 2024. Sharing objectives with office team, admission packs amended. Staff CPD where required SENDCO and subject leads Cognitive Science research projects for adaptive teaching by Spring term 2024	School business manger and admin. SENDCO Headteacher SENDCO Subject leads Class teachers	Admission packs clear area for parents to give more details on their needs. These can be reviewed where appropriate Continued consistent approach to dual coding and visual representations across school and the curriculum
	Aim	Current good practice	Objectives	Actions/by	Person (s) responsible	Success criteria
2	Increasing and maintain pupil participation in the School Curriculum	Whole school approach and teaching pedagogy rooted in Cognitive Science Adapted teaching practice based on research including EEF to meet the needs of all pupils. Widgit visual representation consistent timetables across school Carefully planned curriculum representing and celebrating diversity. Strong relationships with outside agencies and support services from the LA Ongoing whole teaching staff strategic CPD to meet the needs of our pupils and community SENDCO supported by NST networks and NASEND qualification Progress meetings with targets set effectively Individual provision maps All pupils access to positions of responsibility across school for example Ambassadors, eco leaders, sports leaders. After school learning, learning away is accessible for all within risk assessments.	Continually refine use of Dual Coding including Wigdit to support all children across the curriculum Increase offer for SEMH work through theraplay for identified children Extend the use of connecting steps tools to track and monitor small step progress	Review CPD for staff where needed. Theraplay CPD Jan 2024 – BST Connecting steps CPD Oct 2023 Use of connecting steps by class teachers from Dec2023 progress assessments	SENDCO/school staff SENDCO/headteacher SENDCO/Headteacher Class teachers	Widgit is used consistently across curriculum areas appropriately Theraplay program in place. Theraplay additional teaching time evidenced Pupil progress consistently and accurately measured across year groups. Use of assessment data to identify small step and specific areas of need.
	Aim	Good practice	objectives	Actions/by	Person (s) responsible	Success Criteria

3	Improve and maintain the physical environment	To support sensory needs- - All classrooms carpeted - Incorporation of appropriate colour schemes for working walls to reduce over stimulation - Classroom fitted with blinds - Accessible toilets across the building - All classrooms have outside doors - Lift access to lower level to KS1 to support wheelchairs/pushchairs - Accessible playground, flat lower level	School hall to be fitted with blinds Further develop resourcing for playground that continue to be accessible for all. Maintain accessibility to school for all	Quotes gained, agreed by finance/budget. Sept 2023 Equipment review. Purchased as necessary. Continual review and assessment of site (e.g. state of repair of paths) Equality and accessibility job r considered when planning repairs and renovations.	SBM, sight manager, headteacher ,finance governors SBM PE/playtime lead Site manager, SBM, Headteacher, Finance Gobs	Blinds fitted allowing children to eat/work in hall conducive to needs Pupils continue to have access to a range of equipment to engage in a range of learning and social times. School accessible to all, current accessibility maintained.
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Linked policies include:

- Healthy and safety
- Equality information and objectives
- SEND
- Supporting pupils with medical conditions
- Complaints

This policy will next be reviewed

Date: September

Year: 2026

Or in line with new legislation, guidance or where other changes may be appropriate.