# White Court School Accessibility Plan

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| **Approved by Governing Body** | | **Date:** |
| **Last reviewed on:** | January 2024 | |
| **Next review due by:** | January 2026 | |

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# 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 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.

# Policy statement

a) In accordance with the aims and objectives of White Court School and Early Years we pledge to:
    - Provide an equality of opportunity between people who share a protected characteristic and people who do not share it
    - Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it
    - To respect the equal rights of our staff and other members of the school 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.

- The equality objectives in the Action Plan below address our duties under current equality legislation, up to and including the Equality Act 2010 (Amendment) Bill 2014. They also relate to the Essex Council procedure for recording incidents involving pupils in schools.
- The Accessibility Action Plan addresses our duty under the Special Educational Needs and Disability Act (SENDA) 2001 and the Equality Act 2010 Schedule 10.

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

## 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.

| Aim | Current good practice<br>*Include established practice and practice under development* | Objectives<br>*State short, medium and long-term objectives* | Actions to be taken | Person responsible | Date to complete actions by | Success criteria |
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| *Access to the curriculum*<br><br>Increase access to the curriculum for pupils with a disability – As set out in the DfE Equality Act, the school aims to advance equality of opportunity by: Removing or minimising disadvantages suffered by people which are connected to a particular characteristic. | *Curriculum updated Sept 23*<br><br>*Our school offers a curriculum for all pupils which is adapted to meet the needs of children when needed.*<br><br>*We use resources tailored to the needs of pupils who require support to access the curriculum.*<br><br>*Curriculum resources include examples of people with disabilities.*<br><br>*Progress across the curriculum is tracked for all pupils, including those with a SEND using MME and Target tracker.*<br><br>*All additional information around a child's SEND needs is shared with all staff and collated in a class folder.* | Ensure teachers are aware of strategies to support children with identified SEND<br><br>Ensure all children can access the curriculum by adapting the learning as appropriate eg using chrome books to type or an adult scribe for a child who finds extended writing difficult / colour overlays/ paper to support vision difficulties<br><br>Monitor that the additional support a child needs is available and appropriate – as on One Plans and Healthcare plans | Edukey Provision Map and /or Class SEN folders are updated with information // strategies to support children with SEND and follow children through school<br><br>Resources updated on shared drive for teachers to use to support children in class<br><br>Ensure the school are following Essex Inclusion Framework and the Ordinarily Available Framework (shared Oct 23) | SEND Team<br><br>SEND Team/ Curriculum coordinators / class teachers<br><br>SEND Team / Curriculum coordinators | Shared September then updated<br><br>Continuous<br><br>Recap Autumn 24 | Ensure all children have access to the Curriculum and make progress in their learning<br><br>Teachers and Learning Support Assistants are confident in supporting children with a range of needs<br><br>SEND team to monitor support strategies in place / monitor progress of children with SEND |

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| *Access to the environment*<br><br>Improve and maintain access to the physical environment | *The environment is adapted to the needs of pupils as required.*<br>*This includes:*<br>• *Repair and replace issues related to RAAC*<br>• *Ramps / steps*<br>• *Corridor / door width*<br>• *Staff - Disabled parking bay*<br>• *Accessible toilets and changing facilities*<br>• *Fixtures and fittings eg Library shelves at wheelchair-accessible height*<br>• *Radio Aid link to hearing aids*<br>• *LED lighting throughout the school to produce daylight effect*<br>• *Colour overlays used to support children/adults with vision needs* | Ensure disabled parking available throughout the day.<br><br>Currently only one bay inside staff car park which is locked during the day.<br><br>Disabled parking bay outside school<br><br>Train staff to be able to support children with a range of medical needs – eg diabetes, epilepsy, cystic fibrosis | Update access audit of the physical environment. | Designated person<br><br>SEND Team to oversee training of LSA's | On-going to respond to all needs<br><br>On-going to respond to needs | Inclusive school supporting children with a range of needs |
| *Communication and interaction*<br><br>Improve the delivery of information between school and families. | *Our school uses a range of communication methods to ensure information is accessible. This includes:*<br>• *School Website/ Parent Pay/ Google Classroom/ Newsletters used to support communication* | Whole school inset each September – to give whole school staff information about needs of children with particular needs. To increase understanding | Consider ways to improve communication in different areas of the school particularly in areas which are open plan to support children with hearing/ sensory issues. | SLT | On-going | |

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| | *between staff and home and school*<br>• *School blog used during residential trips to aid communication*<br>• *CPOMS in place to enable information to be shared re safeguarding/ communication with parents/ cause for concerns between staff and Safeguarding leads*<br>• *Pastoral Team support children and parents*<br>• *Transitions between preschool and secondary school.*<br>• *Large print resources when needed*<br>• *Pictorial or symbolic representations in each class as a visual timetable*<br>• *Edukey provision map used to streamline and reflect impact of SEND provision in school.*<br>• *Termly One Plan reviews with parents /class teachers and SEND Team.* | of needs and strategies to support children.<br><br>To increase ease of communication between staff as well as school and parents<br><br>Staff Induction for new staff<br><br>Signpost families to support from outside agencies<br><br>Ensure Access arrangements are in place for SAT's for those who need them<br><br>Ensure new staff are aware of how Edukey Provision Map works<br><br>Supply Cover to release teachers | Monitor SEND support throughout the day<br><br>Update Staff induction pack<br><br>Leaflet to signpost families for support – Essex Local Offer/ Provide resource packs<br><br>Leaflet produced to direct teachers how to use and review One Plans | SEND Team<br><br>SLT<br><br>Pastoral Team<br><br>SEND Team<br><br>SEND Team | On-going<br><br>Spring 24<br><br>Spring 24<br><br>SAT Access guidelines Spring 24<br><br>On-going<br><br>Termly | |