



Whitley Park Primary and Nursery School: Accessibility Plan 2024-25

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Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- ☐ not to treat disabled pupils less favourably for a reason related to their disability;
- ☐ to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- ☐ to ensure we increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- ☐ increasing the extent to which disabled pupils can participate in the school curriculum;
- ☐ improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- ☐ improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of plans showing how the school will address the priorities identified in the plan.

A. Raising awareness of disability and increasing the extent to which disabled pupils can participate in the curriculum		
Target	Actions	Responsibility
To ensure the school develops children's awareness of disability	<ul style="list-style-type: none">• PSHE curriculum is to be reviewed regularly to ensure awareness of disability• Review other areas of the curriculum eg PE• Ensure the creative curriculum considers the impact of a disability• Purchase books and other resources that promote a positive image of disability• Provide opportunities for children to meet people with a variety of disabilities eg invite	All school staff Librarian/teaching staff Teaching staff

	disabled speakers/visitors to school events/assembly	
To ensure pupils have full access to trips and extra curricular activities	<ul style="list-style-type: none"> • Provide risk assessments prior to trips • Plan trips and activities with parents to ensure access • Provide support for pupils to ensure they can access out of hours activities and school trips 	Teachers/teaching assistants/ Reception staff
To ensure staff are appropriately trained	<ul style="list-style-type: none"> • Ensure that all staff are aware of any children in school with disabilities and relevant staff have up-to-date knowledge about how to meet these pupils' needs. • Ensure staff have access to specific training on disability issues. • Ensure that all teaching staff differentiate the curriculum to take account of pupils' disabilities and are aware of SEN resources. • Provide risk assessments for learning environments • Ensure care plans are in place for pupils with medical needs. Ensure appropriate advice and training is provided by external medical professionals as required. 	Sencos, First aid staff and teachers

B Improving the physical and learning environment of the school to increase the extent to which disabled pupils and adults can take advantage of education and associated services.		
Target	Actions	Responsibility
To provide appropriate access for all users	<ul style="list-style-type: none"> • Introduce ARP admissions process, including representation from BFfC • Develop the internal courtyard into a dedicated ARP play and regulation space • Develop internal workings of the building to create a dedicated ARP space • Seek information on the needs of users and pupils • When a child transfers from or to another school, liaise with the school re: the child's disability and access needs where applicable. • Install lighting to the car park • Ensure appropriate seating plans and adaptations to the class/school environment are implemented to accommodate visual and hearing impaired pupils following advice from the Sensory Consortium Service and Occupational Therapy department • Ensure furniture and fittings are appropriate for access needs eg height of tables/chairs/sinks etc. • Provide specialist equipment where necessary to promote participation in learning by all 	Sencos, teachers & Site Controllers, Premises manager

	<p>pupils.</p> <ul style="list-style-type: none"> • Have designated disabled parking area • Ensure that there is an evacuation plan in place for disabled pupils and that all staff working with these pupils are aware of what this entails. • Evacuation plan for disabled adults/visitors to the school? Do we need a separate one? • Ensure that the needs of individual pupils are met during statutory assessment eg by applying for readers, additional time, use of amanuensis, etc 	
To ensure that disabled adults are considered equally with others for posts in the school.	<ul style="list-style-type: none"> • To welcome applicants with disabilities for all posts in the school • To encourage all members of the community to consider becoming a Governor 	Safer recruitment trained staff
To improve signage	<ul style="list-style-type: none"> • Put up clear signs in the entrance and other areas, including the proposed new ARP spaces • To obtain signage from RBC to enhance wayfinding as part of ARP development plans/capital works 	Premises Manager, administration staff, Headteacher & RBC

C Improve the availability of accessible information to disabled pupils and parents with disabilities		
Target	Actions	Responsibility
To review information for parents and carers to ensure it's accessible	<ul style="list-style-type: none"> • When a child is admitted to the school, ensure that the data collection sheet for parents includes a question about any support needed for parents to access any written information. • Information regarding SEND is up to date and available on our website, incl the local offer • Develop transition planning for SEND pupils, including introduction of transition social stories linked to ARP, Nursery and Reception 	Admin & Senco and teaching staff
To increase support for parents of children with a disability	<ul style="list-style-type: none"> • Ensure that the school prospectus explicitly welcomes children with SEND • Enable parents of children with a disability to support their children's education, incl signposting to external services and dedicated parent groups • Ensure parents are signposted to relevant agencies and support groups as appropriate. • The IASS support website and contact details are on the school website. 	Headteacher and Governors All staff