



# Whyteleaf School

## Accessibility Plan 2020-2021

Whyteleaf School is a welcoming and happy environment in which pupils thrive and want to do their best. We want all children to enjoy school, to achieve their very best, and to consider their time at the school as a positive experience.

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 needs. We offer a broad and balanced curriculum and have high expectations for all children in respect of their achievements, attitudes and well-being.

### **Purpose of Plan**

This plan shows how Whyteleaf School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

### **Definition of disability:**

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

### **Areas of planning:**

Increasing access for disabled pupils to the curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)

Improving access to the physical environment of school. (this includes improvements to the physical environment of the school and physical aids to access education).

Improving the delivery of written information to disabled pupils to make written information provided by the school, to its pupils, available to disabled pupils.

### **Context:**

The main school was built in the 1907 and therefore does not meet new build specifications for accessibility. Provision needs to be developed in this area to improve access, where reasonably practicable. The main building is on two levels with stair access only between the two floors. In addition, we have separate buildings containing the school dinner hall and kitchen, swimming pool and a separate hall. The school has a disabled toilet available to pupils, which also includes a shower.

### Current Range of known disabilities

The school has children with a range of disabilities that include moderate and specific learning disabilities. We have a small number of pupils with aspergers and autism. In addition, we have a number of pupils with hearing loss and some children with visual impairment. The school is also supporting pupils with diabetes and epilepsy. There is a growing number of pupils with Speech, Language and Communication needs.

### Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote outstanding teaching and learning for all children. We aim to meet every child's needs in inclusive classes, and all SEND children make progress in line with other children. It is a core value of the school that all children are enabled to participate fully in the broader life of the school.

Not started		In progress		Effective Implementation		
	Target	What?	Who & How?	Time Scale	Success Criteria	Completed (date)
1	Improve the staff expertise in supporting the range of disabilities of children in this school.	Staff CPD	Inclusion Leader	On-going and as required	Pupils with SEN make good progress.  IQM centre of excellence review February 2018	Complete for current cohorts but will need updating with every new cohort
2	Interventions are regularly evaluated	Half termly meetings to assess progress of SEND children	Inclusion Leader Teachers & TAs	6 times/year	Children with SEN are making good progress and gaps in their learning have been identified and targeted.	
3	SEN information to be as clear as possible	Develop easily understood support plans for all children on the SEN register.	Inclusion Leader and class teachers	2019-2020	Parents and children fully understand their targets and	September 2020 updated

					progress from the support plans	
4	Disabled drivers have a safe place to pick up their children	Designate a parking space in the school carpark	Premises Manager	Completed	Disabled parents can safely drop-off and pick up.	September 2018

5	All ramps safe and effective to use	Condition Survey on all ramp access	Caretaker	2020-2021	All ramps suitable for wheelchair access	September 2018/ ongoing
6	All Visual Impairment aids are fit for purpose and the building is safe and accessible	<p>Check all highlighting of edges and frames is clear Playground equipment is clearly visible. Hand rails fitted next to all steps and steps highlighted with strips.</p> <p>Additional rails across ramp outside of swimming pool as ground is not level to support Visually impaired pupils</p> <p>Nursery setting to be checked with vision impairment team to ensure safe and secure for vision impaired child</p>	<p>Premises Manager</p> <p>Sensory support team</p>	<p>Summer 2018 completed</p> <p>Summer 2019 completed</p> <p>Autumn 2020</p>	Step edges and door frames are a bright contrasting colour to material they edge	2020-20201 Continue routine checking

7	All those supporting children with high need know what to do in an emergency if the building needs to be evacuated	For high need identified children , Personal Emergency Evacuation Plans have been created and shared with staff	Inclusion Leader Premises Manager	Created September 2020	PEEPS created and shared with key members of staff	Review annually
8	To improve access to information for pupils, staff, parents, carers and visitors.	Identify all parents with communication difficulties Make sure all communications from the school are accessible to all parents	Inclusion Leader Office team	2020-2021	All parents understand communication from school.	Continue to monitor
9	To improve understanding of emergency procedures and access to learning for those with SLCN	Identify pupils with SLCN Use visual clues in class and across the whole site to support children in moving around the building and following procedures	Inclusion Leader Premises manager	September 2020	All children can clearly follow and understand procedures.	Continue to monitor and review Additional signage in place to support covid-19 measure. Updated regularly