



Whiteheath Junior School

Accessibility plan (2025-2027)

Written by: D Middleton (Facilities Manager)	Date of last review: October 2025
Approved by: Governing Body	Next review date: October 2028

Section 1: Vision statement

This Accessibility Policy and Plan are 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 over a prescribed period.

We are committed to providing an accessible environment which values and includes all pupils, staff, parents, and visitors regardless of their education, physical, sensory, social, spiritual, emotional, and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance, and inclusion.

Whiteheath Junior School plans, over time, to ensure the accessibility of provision for all pupils, staff, and visitors to the school.

The School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, DFE and consultations with pupils, parents, staff, and governors of the school. The intention of this plan is to provide a three-year look ahead and to evaluate what has been achieved as part of the three yearly review.

The School Accessibility Plan is structured to complement and support the school's equality objectives and will similarly be published on the school website. We understand that the Local Authority and DFE will monitor the school's activity under the Equality Act 2010 and will advise upon the compliance with that duty.

The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities so far as is reasonably practicable. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase 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 commensurate with able bodied 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. Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents, and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

The School Accessibility Plan relates to the key aspects of physical environment, curriculum, and written information. Internal training will recognise the need to continue raising awareness for staff and governors on equality issues regarding the Equality Act 2010.

Please refer to section 3 for an overview of the physical accessibility issues. All improvement works during the life of this accessibility plan may not be possible for various reasons, and therefore some items will roll forward into subsequent plans.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website and monitored through the Governors Premises Committee.

The school will endeavour to work in partnership with the Local Authority and DFE in developing and implementing the School Accessibility Plan.

The School Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Section 2: Aims and objectives

The school endeavours to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims:

Aim 1: Increase access to the curriculum for pupils with a disability

Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long term objectives</i>	Actions to be taken	Person(s) responsible	Date to complete actions by	Success criteria
All statutory policies are reviewed annually	To review all statutory policies to ensure that they reflect inclusive practice and procedure	Adherence with the Equality Act 2010	Head Teacher and governors	Ongoing	All policies clearly reflect inclusive practice and procedure
As part of our transition program, we meet with prospective parents during the summer term before their child's admission. We offer a Meet the Teacher opportunity very early in the term and parents have access to teachers through the Home/School Link Book, email, telephone and face to face meetings.	To establish close liaison with parents	Closer collaboration and sharing between school and families	All teachers	Ongoing	Clear collaborative working approach
The Welfare Officer and SENDCo work closely with outside health agencies including the School Nursing Service and variety of SEND services.	To establish close liaison with outside agencies for pupils with health needs e.g. Children with severe asthma, epilepsy or mobility issues.	Effective collaboration between all key personnel	The Welfare Officer and SENDCo Outside agencies	Ongoing	Clear collaborative working approach
We currently access advice and support from external agencies: including the Speech & Language Therapy Service, Physiotherapy Service, Occupational Therapy Service and through CPD opportunities	To ensure full access to the curriculum for all children	Outside Play, visits; advice from specialist advisory teachers; CPD for all staff.	SENDCo and all teachers	Ongoing	Advice taken and strategies evident in classroom practice. Children with special needs are supported and have access to curriculum

					through innovative learning initiatives.
Support and advice from the SENDCo, Class teachers and external agencies	Ensure support staff have specific training on disability issues	Regular appraisals with staff to identify training needs.	Head Teacher and SENDCo	Ongoing	Raised confidence and competency level of relevant staff
This Provision Map	Ensure all staff (teaching & non-teaching) are aware of disabled children's curriculum access	Set up a system of IAP's for disabled children when appropriate. Share information with all relevant parties involved with each child	SENDCo	Ongoing	All staff are aware of individual's needs
Staff are very mindful when organising trips and alternative learning experiences. They check the suitability of the venue for all pupils before booking.	All school visits and trips need to be accessible to all pupils	Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible	Class teachers and Headteacher	Ongoing	All pupils are able to access all school trips and take part in a range of activities
The P.E Curriculum is regularly reviewed and the PE coordinator is available to offer advice and support to class teachers	Review PE curriculum to ensure PE is accessible to all children	Review PE curriculum to include disability sports	PE Coordinator	Ongoing	All children have access to PE and are able to excel. Child's buddy will be there at all times
We have requested outreach support before from 2 local special schools to enable us to better support specific pupils.	Develop links with a special school or establishment	Work towards Identifying a local school and consider sharing INSET opportunities	SENDCo/Head teacher	Ongoing	Increased understanding of the opportunities available to the children

Aim 2: Improve and maintain access to the physical environment

<p>Current good practice</p> <p><i>Include established practice and practice under development</i></p>	<p>Objectives</p> <p><i>State short, medium and long term objectives</i></p>	<p>Actions to be taken</p>	<p>Person(s) responsible</p>	<p>Date to complete actions by</p>	<p>Success criteria</p>
<p>We had the entrance to the school extended and this took into account the needs of pupils, staff and visitors with physical and sensory impairments.</p>	<p>Improve physical environment of school environment</p>	<p>The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings</p>	<p>Caretaker</p>	<p>Ongoing</p>	<p>Enabling needs to be met where possible</p>
<p>All of our classrooms and corridors have colourful and lively displays of pupil's work and stimulating resources to develop their learning and understanding or less displays for children who need less stimulation</p>	<p>Ensure visually appropriate environment for all children</p>	<p>Appropriate displays in classrooms and group rooms</p>	<p>All teaching staff</p>	<p>Ongoing</p>	<p>Lively and inviting environment maintained</p>
<p>All children that need to have an Individual Access Plan have one created through their School Provision Map in consultation with external agencies and parents.</p>	<p>Ensuring all with a disability are able to be involved</p>	<p>Create access plans for individual disabled children as part of IEP process</p>	<p>Head Teacher Premises Committee</p>	<p>Ongoing</p>	<p>Enabling needs to be met where possible</p>
<p>Children with identified needs are shared with all staff and where necessary special arrangements are put into place.</p>	<p>To ensure that the medical and welfare needs of all disabled persons are met fully within the</p>	<p>To conduct parent interviews, liaise with external agencies, identifying training needs</p>	<p>Head Teacher Premises Committee</p>	<p>As required</p>	<p>Appropriate facilities are provided and easily accessible</p>

	capability of the school	and establish individual protocols where needed			
The Site Manger checks and maintains the exterior lighting regularly.	Maintain safe access for visually impaired persons	Check exterior lighting is working on a regular basis Demarcate with yellow markings the edges of ramps, nosing on stairs and other changes of level.	Caretaker	As required	Visually impaired people feel safe in school grounds
Emergency plan is place. Currently we do not have any children with physical disabilities. If we do have disabled persons on site we would ensure that there was a PEEP in place.	Ensure all disable persons can be safely evacuated. Disabled persons to be assigned classroom on ground floor.	Ensure there is PEEP for all disabled children and staff Ensure Fire Wardens / Evacuation Officers and nominated persons are aware of their roles and responsibilities Ensure appropriate equipment is available i.e. portable ramps for wheelchair users	Head Teacher Caretaker	As required	All disabled persons working can escape safely in the event of an emergency There is constant supervision for disabled children who would need help in the event of an evacuation. Disabled people in wheelchairs can be evacuated quickly and easily

Aim 3: Improve the delivery of written information to pupils

Current good practice	Objectives	Actions to be taken	Person(s) responsible	Date to complete actions by	Success criteria
<i>Include established practice and practice under development</i>	<i>State short, medium and long term objectives</i>				
The SENDCo supports staff to ensure that all children with learning difficulties or	To ensure all children with learning difficulties or behavioural	Individualised teaching strategies used for specific children i.e. kinesthetic learning and multi-sensory activities.	SENDCo All Teachers	Ongoing	All children are able to access the curriculum

behavioural problems have access to the curriculum	problems have access to the curriculum				
We ensure children with visual impairments have access to worksheets/work with texts that are adapted to meet their needs	To enable improved access to written information for pupils, parents and visitors	Raising awareness of font size and page layouts will support pupils with visual impairments. Auditing the school library to ensure the availability of easy read texts will improve access. Auditing signage around the school to ensure that is accessible to all is a valuable exercise	Head Teacher Caretaker	As required	All persons feel welcome and comfortable in school premises
We regularly review the EHCP pupil's records through Annual Reviews, contact with parents and an annual update of information request.	To review children's records ensuring school's awareness of any disabilities	Information collected about new children through annual reviews, provision maps, personal health plans etc. Significant health problems – children's photos displayed on staffroom notice board / info kept in separate file in staffroom.	SENDCo	Annually	Each teacher/staff member aware of disabilities of children in their classes
Parents/carers can have access to any support with access to information via the school office and/or through our parents support advisor	Inclusive discussion of access to information in all parent/teacher annual meetings	Ensure we are aware of children's needs through regular discussions with parents of children with any disability	School office SENDCo	Annually	Staff more aware of preferred methods of communication, and parents feel included. School website will become accessible to all

Section 3: Access audit

Feature For example:	Description	Actions to be taken	Person(s) responsible	Date to complete actions by
Number of storeys	Part of the main building has 2 storeys including the library, IT suite, 1 x classroom and offices.	Arrangements to be made for disabled persons to be located on ground floor.	Caretaker	As required
Corridor access	All corridors wide enough to accommodate wheelchair access although assistance will be provided with opening doors.	Corridors and thoroughfares throughout the school premises to be kept clear and unencumbered at all times.	Caretaker	Ongoing
Lifts	No passenger lift or lifting equipment on school premises.	Staff to be trained in positive handling.	Head teacher	As required
Parking bays	Disabled parking bay provided in car park which is appropriately marked with sufficient space either side.	Contractors "The Pantry" to be instructed to keep area clear of waste bins. Caretaker to check on daily basis.	Caretaker	Ongoing
Entrances	The gate and path to main school entrance are suitable for wheelchair access. The slope is on a steady 1:15 gradient, the keypad at the door to enter the building is at an appropriate height and the area is well lit. A gate and pathway with a minimum width of 1m is provided around the side of the school to access the mobiles and back of the school. The area is again well lit.	None	N/A	N/A
Ramps	Ramps provided to mobiles and new sports hall although assistance will be provided with opening doors.	A portable ramp may be needed for other exterior doorways in main building where there is a small step or lip.	Caretaker	As required
Toilets	No disabled toilets are available in main building but welfare and medical facilities are easily accessible including drinking water. 2 x disabled toilets are available in double mobile.	A buddy would need to be appointed to help disabled person to and from toilets. Review welfare facilities after double mobile replacement works.	Head Teacher	As required

Reception area	Window hatch and shelf are a suitable height for wheelchair users.	None	N/A	N/A
Internal signage	Fire and emergency signage provided within building.	Emergency plan and fire risk assessment to be reviewed on an annual basis.	Facilities Manager	Ongoing
Emergency escape routes	Disabled persons to be sited in refuge area or near final fire exit but to be evacuated last once escape routes are clear.	PEEP to be developed and buddy assigned to assist with emergency evacuation.	Facilities Manager	As required