

Accessibility Plan

Whitehall Nursery and Infant School

Whitehall



Nursery and Infant School



Approved by:	Governing body	Date: 16/10/24
Last reviewed on:	NA	
Next review due by:	16/10/27	

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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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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.

Our School is founded on the values of Respect, wOnder, Ambition and Radiance. By showing RESPECT to the teachers and for their role in inspiring, motivating, encouraging and educating, the children are able to learn. Showing respect for each other's views, opinions, ideas and strengths means that children are also able to learn from each other. Respect for the diversity of the school community, of their friends and of their teachers means that the children are able to learn and begin to appreciate the WONDER of the world and it's people. This widening knowledge and developing understanding of what is out there enables children to have AMBITION as they see the excitement and variety of opportunities for their future. These positive values and experiences create a well-being in the children that RADIATES out through their positive and engaging attitude to life as a learning opportunity.

Our pupils are drawn from the local community and have a wide range of social, cultural and ethnic backgrounds, as well as differing abilities and educational needs. We celebrate and value this diversity as reflecting the exciting mix of people in the West Midlands, and build on it to provide a broad education in its truest sense. This nurtures a sense of discovery about the world and the people in it.

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:

- Occupation Therapy Department
- Disability Team
- Outreach
- Medical Professionals offering specific training for individual needs
- Stair lift

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

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 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 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 pupil with disabilities faces in comparison with a pupil without disabilities. 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	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
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AIM	CURRENT GOOD PRACTICE	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Quality first teaching</p> <p>Adaptive teaching for children with different learning needs</p> <p>We follow Walsall's 'The SEND Quality First Teaching Toolkits':</p> <p><u>Cognition and Learning</u></p> <ul style="list-style-type: none"> • Visual timelines • Using visual models alongside verbal • Vocabulary with images • High levels of repetition <p><u>Task Organisation, Maintenance and Completion Skills</u></p> <ul style="list-style-type: none"> • Equipment is well organised and clearly labelled • Use of personal timeline- now and next board <p><u>Concentration</u></p> <ul style="list-style-type: none"> • Offer a range of sensory resources that the pupil can use supportively to maintain an appropriate arousal level for learning • Keep focused activities short and intersperse with child-led activity • Daily repetition of activities and routines so that they become familiar and predictable • Narrate the behaviours of others <p><u>Transferring/Generalising Learning</u></p> <ul style="list-style-type: none"> • 'working walls' are up to date and interactive where possible 	<p><u>Long term targets</u> Complete the Trauma Awareness Project through Walsall Virtual School.</p> <p><u>Medium term targets</u> Update behavior policy to effectively support neuro-diverse children and those with SEMH needs.</p> <p>To embed restorative practice across the school and enable children to gain independence in regulating their emotions and being ready to learn.</p> <p>For every class to use Zones of Regulation effectively to promote learning readiness.</p> <p><u>Short term targets</u> Delivery of Lego Therapy training, by NIAT.</p> <p>Delivery of Emotion Coaching training, by EP.</p>	<p>The school will sign up to the 2024 round of trauma informed practice via the LA</p> <p>The SENDco will attend three day restorative practice training</p> <p>A small team for Restorative practice will be set up and implemented to support the SENDco</p> <p>The SENDco will ensure that high quality training is booked through a range of providers and deliver these to all staff</p> <p>SENDco and behaviour lead to begin to look at our current behaviour plan and look at how it can be adapted with</p> <p>Undertake a SEND audit into practice across school led by Simon Mosley current Ofsted inspector for SEND</p>	<p>Lyndsey Mason Lee Kilkenny</p> <p>Lyndsey Mason Natalie Dogan</p> <p>Lyndsey Mason Lee Kilkenny</p> <p>Lyndsey Mason Class teachers</p> <p>Lyndsey Mason</p> <p>Lyndsey Mason</p>	<p>Autumn 2023 SENDco to revisit restorative practice training</p> <p>Spring 2024 Staff training on autism and trauma informed practice delivered by SENDco</p> <p>Summer 2024 By end of summer 1 school will have signed up for Trauma informed practice</p> <p>All TAs and LSAs to have completed training with EP services</p>	<p>All children including those with a special educational need or disability will be able to access the curriculum through the use of appropriate adaptations and communication aid</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p><i>The environment is adapted to the needs of pupils as required. This includes:</i></p> <ul style="list-style-type: none"> • Access Ramps • Stair lift • Disabled toilet and changing facilities • Changing facility in the Learning Centre • Appropriate age related furniture • New buzzer controlled gates to secure school • Accessible classroom spaces • Accessible Library area with shelves at wheelchair height • Breakout spaces • Nurture room • Inclusion area • Landscaped outdoor area 	<p><u>Long term target</u> Look at developing Reception outdoor access areas to be more</p> <p><u>Medium term target</u> Continue to enhance and development all areas of the school environment to ensure pupils have a high quality working/learning space</p> <p><u>Short term target</u> Build a purpose built space for our Inclusion den so that pupils have access to high quality outdoor provision</p>	<p>School to continue to have an ongoing plan of maintenance across school so we can keep areas and environment fresh and up to date.</p> <p>School to look for quotes for Den inclusion area and prioritize this</p> <p>SMT and Den inclusion leader to look at resources needed for outdoor space</p> <p>Schools to look at the current provision in the Reception outdoor area and develop a plan for potential restructure.</p>	<p>Lyndsey Mason Lee Kilkenny John Palmer Emma Lavender</p>	<p>Den outdoor area to be completed by the end of Autumn term 2024</p> <p>Resources for outdoor space to be purchased and in place by Autumn term 2024</p> <p>Continuation of works to be carried out over the academic year 2024/25</p> <p>A decision to be made on whether enhancements can be made to Reception outdoor area by end of 2025.</p>	<p>All children, including those with a special educational need or disability will be able to access the whole school environment or adaptations to provision have been made to allow access for everybody.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<p><i>Our school uses a range of communication methods to make sure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Makaton • Widget • Now and next cards • Individual learning stations 	<p><u>Long term target</u> Install induction loops in front office</p> <p>Look at developing a new phonics scheme across school to aid communication</p> <p><u>Medium term target</u> Use of technologies in school</p> <p>Develop oracy across the school to aid all pupils</p> <p><u>Short term target</u> For those pupils with verbal delay or pre verbal use Cued articulation to support learning</p>	<p>As with environmental work to keep an ongoing plan for communication improvements around school</p> <p>Business manager in school to work with companies to explore if an induction loop can be fitted in the front office to support those with hearing issues</p> <p>Learning walks to be undertaken to ensure all communication aids are being used to support learning</p> <p>SMT to distribute resources and documentation on Cued articulation</p>	<p>Lyndsey Mason Lee Kilkenny Emma Lavender Jenny Dawkins Hannah Wood</p>	<p>Learning walks to place over the academic year at least once every term.</p> <p>Cued articulation will be used with pupil if required by end of Autumn term 2024</p> <p>Phonics lead to look at alternative schemes to our current provider by end of Spring term 2025</p> <p>Business manager to contact companies about induction loop by end of Autumn term 2024</p>	<p>All children, including children with a special educational need or disability will be able to access their instructions through adaptations and implemented. Children will be able to communicate their needs to familiar adults.</p>

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by The head teacher and Governors.

It will be approved by the Governors.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy
- Equality Information and Objectives Policy