



White Woods
Primary Academy Trust

Accessibility Policy



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POLICY SUMMARY INFORMATION

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Category: Estates & Facilities Management

Approved by: WWPAT Finance & Audit Committee

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Adopted by: Wentworth C of E Junior and Infant School

Academy Headteacher: Gemma Platts

Signature:

Date adopted: 04/09/24

Distribution: All White Woods Primary Academy Trust Academies,
All WWPAT Employees, Pupils and Local Governing Bodies,
All Visitors, Third Party Service Providers and Contractors,

VERSION HISTORY

Version	Author	Approver	Date	Comment
01	DPF	KD	01/02/22	First Issue





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1.0.0. POLICY STATEMENT

- 1.1.0 This Accessibility Policy sets out how White Woods Primary Academy Trust ("the Trust") will improve equality of opportunity for disabled people. The aim of the Trust is to treat all people fairly and with respect.
- 1.2.0 The Trust is committed to having a fully accessible environment which values and includes all pupils, staff, parents and visitors, regardless of their backgrounds and needs.
- 1.3.0 The preparation of the Accessibility Plan included in Appendix A will be informed by:
- 1.3.1 • An audit of the accessibility of each setting.
 - 1.3.2 • A review of staff awareness and understanding of disability discrimination, access issues and the promotion of disability equality.
 - 1.3.3 • The access needs of disabled pupils, staff and parents/carers.
- 1.4.0 The Trust recognises its responsibilities towards disabled staff and will:
- 1.4.1 • Ensure that staff with disabilities are supported with special provision to ensure that they may carry out their work effectively without barriers.
 - 1.4.2 • Where necessary, undertake reasonable adjustment to enable staff to fully access the workplace.
 - 1.4.3 • Monitor recruitment procedures to ensure that candidates with disabilities are given equal opportunities.
- 1.5.0 White Woods Primary Academy Trust is committed to a policy of celebrating diversity, promoting equality of opportunity, providing an inclusive workplace, and eliminating any unfair treatment or unlawful discrimination. This overriding objective applies to all policies and procedures relating to employees and pupils. The Trust will always comply with the requirements of [The Equality Act 2010](#) and associated guidance produced by the Department for Education.
- 1.6.0 Both the Accessibility Policy and Accessibility Plan will be published on academy website.

2.0.0. INTRODUCTION



- 2.1.0 [The Equality Act 2010](#) replaced all existing equality legislation, including the Disability Discrimination Act 1995 (DDA), which had been extended by the Special Education Needs and Disability Act 2001 to cover education.
- 2.2.0 The Equality Act requires that schools must have an accessibility plan aimed at:
- 2.2.1
- Increasing the extent to which disabled students can participate in the curriculum
- 2.2.2
- Improving the physical environment of our schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- 2.2.3
- Improving the availability of accessible information to disabled pupils and their parents / carers.
- 2.3.0 This policy considers the points above, our responsibilities to other stakeholders, and includes an Accessibility Plan within Appendix A.

3.0.0. DEFINITION (EQUALITY ACT 2010)

- 3.1.0 Within the terms of [The Equality Act 2010](#), the term 'disability' is defined as:
- 3.2.0 "A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse on his or her ability to carry out day to day activities".
- 3.3.0 Physical and mental impairments include sensory loss, mental illness and mental health, learning difficulties, dyslexia and physical conditions such as diabetes, arthritis and epilepsy. Behaviour difficulties are only included if they relate to underlying physical or mental impairment or result from a mental illness which is well recognised, e.g. Tourette's Syndrome, Attention Deficit Hyperactive Disorder, Attention Deficit Disorder, Autistic Spectrum Disorder etc.
- 3.4.0 The effect of [The Equality Act 2010](#) means that schools cannot unlawfully discriminate against a person because of sex, race, disability, sexual orientation, religion or belief.

4.0.0. ROLES AND RESPONSIBILITIES

- 4.1.0 All WWPAT employees will act in accordance with this Accessibility Policy and Accessibility Plan



- 4.2.0 All WWPAT employees are responsible for ensuring that their actions do not discriminate against any pupil, parent/carer or colleague.
- 4.3.0 The Headteacher has the overall responsibility for the day to day operational capacity of the site and its accessibility arrangements but will consult with other members of Trust staff and Academy SLT to ensure the implementation of this policy.
- 4.4.0 The Headteacher or their designated representative will ensure that employees are aware of individual pupils' disabilities or medical conditions where necessary.
- 4.5.0 During a new pupil's enrolment, the Headteacher or their designated representative will establish whether the pupil/student has any disabilities or medical conditions which the academy should be aware of.
- 4.6.0 The Headteacher is responsible for consulting with relevant and reputable experts if challenging situations regarding pupils/students with disabilities are experienced.
- 4.7.0 The special educational needs and disabilities coordinator (SENCO) will work closely with the Headteacher to ensure that pupils with special educational needs and disabilities (SEND) are appropriately supported.
- 4.8.0 Designated staff members will be trained to effectively support pupils with medical conditions e.g. undertaking personal care, understanding how to administer insulin and catheterisation etc.
- 4.9.0 All WWPAT employees, Trustees and LGB members will partake in equality training at a frequency and complexity commensurate to their role and with reference to the Equality Act 2010.
- 4.10.0 The Trust will work with the LEA to provide auxiliary aids and services where necessary in order to help its academies provide adequate support to pupils with disabilities.

5.0.0. ACCESSIBILITY PLAN

5.1.0 Generally

- 5.2.0 The Headteacher in conjunction with the Academy SLT and SENCO will create an Accessibility Plan with the intention of improving the academy's accessibility.
- 5.3.0 The Accessibility Plan will be structured to complement and support the Trusts Equality and Diversity Policy, as well as the Special Educational Needs and Disabilities Policy.



- 5.3.0 The Accessibility Plan will meet the aims outline in clause 2.2.0 and demonstrate how access will be improved for pupils with disabilities, staff, parents / carers and visitors to the academy within a given timeframe.
- 5.4.0 It is a requirement that the accessibility plan is resourced, implemented and reviewed and revised as necessary.
- 5.5.0 It is the responsibility of the Headteacher to ensure the Accessibility plan is reviewed on a triennial basis and in consultation with the:
- 5.5.1 • Trust Board
 - 5.5.2 • Parents of pupils
 - 5.5.3 • WWPAT Employees
 - 5.5.4 • External partners
- 5.6.0 The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable.
- 5.7.0 An access audit will be undertaken by the Headteacher, SLT and SENCO on an annual basis.
- 5.8.0 The Accessibility Plan will be used to advise other academy planning documents and integrated into the Academy Improvement Plan (AIP). The Headteacher will be responsible for reporting annually to the Trust Board & LGB via the Trust Building Surveyor in respect of progress and outcomes.
- 5.9.0 **N.B. During Ofsted inspections, the inspectorate may include the academy's Accessibility Plan as part of their review.**
- 5.10.0 **Equal Opportunities**
- 5.11.0 The Trust is committed to developing a culture of inclusion, support and awareness and strives to ensure that all existing and future pupils are given the same opportunities.
- 5.12.0 Trust employees will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported.



- 5.13.0 The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.
- 5.14.0 Wherever possible, teaching staff will adapt their lesson plans and the curriculum in order to allow all pupils to reach their full potential and receive the support they need.
- 5.15.0 The Trust will ensure that all extracurricular activities are accessible to all pupils and will make all reasonable adjustments to allow pupils with SEND to participate in all academy activities.
- 5.16.0 **Admissions**
- 5.17.0 Admissions will be undertaken in accordance with the Admissions Policy and will apply the same entry criteria to all pupils and potential pupils.
- 5.18.0 The Trust strives to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at an academy. All pupils, including those with SEND, will have appropriate access to all of the opportunities available to any member of the Trust community.
- 5.19.0 Information will be obtained on future pupils in order to facilitate advanced planning. Prospective parents/carers of statemented pupils, and pupils with SEND, will be invited to a transition meeting prior to the pupil starting the academy in order to discuss the pupil specific needs.
- 5.20.0 **Curriculum Access**
- 5.21.0 The Trust will continue to increase the extent to which students with disabilities can participate in the Academy curriculum and ensure no pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments.
- 5.22.0 To achieve this, the Headteacher or their delegated representative will:
- 5.22.1
- Conduct an audit of Inclusive Quality First Teaching and Special Educational Needs and Disabilities ("SEND") support to assess if pupils have access to effective teaching strategies and appropriate resources.
- 5.22.2
- Provide In School Training ("INSET") to all staff on how to ensure all students within each lesson are able to access the lesson content, through differentiated tasks, personalised learning and inclusive teaching strategies etc.



- 5.22.3
- Provide training for all staff on the personalisation of the curriculum and how to meet identified needs.
- 5.22.5
- Ensure the SEND Co-Ordinator ("SENDSCO") and Assistant SENDSCO work closely with Headteacher and teachers to ensure that all lessons are accessible to all students.
- 5.22.6
- Ensure where areas of the curriculum present particular challenges for a pupil, these are dealt with on an individual basis e.g. physical education lessons are adapted, wherever possible, to allow pupils with disabilities to participate in lessons.
- 5.23.0 **Differentiate Resources**
- 5.24.0 Resources will be tailored to individual needs including personalised tasks.
- 5.25.0 These may include:
- 5.25.1
- Using smart screens to enlarge text to make it easy for all pupils to read.
- 5.25.2
- Ensuring specialist resources are available for pupils/students with visual impairments, such a large print reading books/laptops with accessibility features etc.
- 5.25.3
- Where necessary training will be provided to teachers of students who require specific equipment, for example the use of the hearing amplifiers and visualisers that can be used in lessons.
- 5.25.4
- Liaising with specialists and where necessary invite them in to meet with teachers of specific students to ensure their needs are met through a variety of teaching strategies and resources
- 5.25.5
- Ensuring equal access for disabled students to academy clubs, visits and extra-curricular activities.



- 5.25.6
 - Risk assessment and planning of trips to include accessibility references.
- 5.25.7
 - Analyse the uptake of extra-curricular activities to ensure inclusion of learning support students and students with disabilities
- 5.25.8
 - Priorities venues with disability accessibility and/or a willingness to make reasonable adjustments for disabled students.
- 5.25.9
 - Ensure that all students feel supported and included within the setting.
- 5.25.10
 - Place students on the SEND register, and where necessary provide emotional support through allocated staff.
- 5.25.11
 - Close links with specialists to ensure that we are providing all the support and access to curriculum for students with hearing and vision disabilities.
- 5.26.0
 - Physical Environment**
- 5.27.0
 - The Trust is committed to ensuring that all pupils, employees, parents/carers and visitors have equal access to areas and facilities within its settings.
- 5.28.0
 - The Trust strives to ensure:
- 5.28.1
 - Ramps and passenger lifts are available to facilitate movement between differing floor levels or to access above ground floor areas.
- 5.28.2
 - Accessible toilet facilities suitable for people with disabilities are available and fitted with a handrail and an emergency pull cord.
- 5.28.3
 - There are provisions for nappy changing.
- 5.28.4
 - Sanitary bins are easily accessible.



- 5.28.5 • All main entrance doors, internal access doors to work areas and external classroom doors are wheelchair accessible and have level thresholds.
- 5.28.6 • Evac chairs are available at staircases. Trained staff are available to give assistance to students.
- 5.28.7 • Adaptable classroom & dinning furniture for disabled individuals is available.
- 5.28.8 • Internal and external decorations, flooring and lighting is designed to support those who are visually impaired.
- 5.28.9 • All manual main entrance gates and opened at the beginning and the end of the day to facilitate free access to the setting.
- 5.28.10 • Signage and wayfinding in all areas is clear and concise,

5.29.0 **Delivery of Written Information**

- 5.30.0 The Trust is committed to improving the delivery of written information to pupils, employees, parents/carers and visitors with disabilities and will:
- 5.30.1 • Provide written materials in alternative formats (letters, websites, newsletters, email, signage etc.
- 5.30.2 • Review documentation with a view to ensuring accessibility for people with visual impairments

6.0.0 REFERENCES

- 6.1.0 The Accessibility Plan should be read in conjunction with
- 6.1.1 • The Trust Health & Safety Policy.
- 6.1.2 • The Trust Admissions Policy.
- 6.1.3 • The Trust Equality & Diversity Policy.
- 6.1.4 • The Special Educational Needs Policy



6.1.5 • The Academy Prospectus



APENDIX A

ACCESSABILITY PLAN





Appendix A - ACCESSABILITY PLAN

White Woods Primary Academy Trust Academy: [Click to select Academy name.](#)

Access to the Physical Environment:

Targets	Strategies	Timescale	Responsibility	Success Criteria
Improve the physical environment of each setting – When undertaking building / refurbishment works consideration will always be given to the quality and appropriateness of disabled facilities.	1. All works will be undertaken in accordance with current best practice and part M of the Building Regulations. 2. Consultation with outside agencies will be undertaken to ensure disabled facilities fit current needs of pupils and employees. 3. The needs of pupils, staff and visitors with physical difficulties and sensory impairments will be considered when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour	On going	HT, TBS, HFO & AFO	1. The physical environment is accessible from point of arrival and provides accessible welcoming receptions, level access and other facilities. 2. Improvement of existing facilities considered and assessed against the needs of all and the Equality Act 2010. 3. Reasonable adjustments considered and or implemented as part of the Trusts on going improvement plans.



	schemes, and accessible facilities and fittings.			
We are aware of the access needs of pupils attending the settings including EAL.	1. All new starter forms to include information regarding access needs e.g. the need for large print in correspondence or printed in other language. 2. Audit accessibility for pupils, parents / carers and visitors for day to day routines and for one-off events.	Sept 22 for new starters Ongoing	HT	1. On-going dialogue between pupils, parents and carers. 2. Appropriate support is in place.
We are aware of the access needs of parents / carers and visitors attending the settings including EAL.	1. Audit accessibility for parents / carers and visitors for day to day routines and for one-off events. 2. Utilise disabled parking spaces for disabled to drop off and collect children. 3. Offer a telephone call to explain letters home for some parents who need support with literacy. 4. Adopt a more proactive approach to identifying the	Ongoing	HT	1. Parents are not discriminated against either indirectly or directly and encouraged be involved in their child's education 2. Information where practicable, in a format that enables parents / carers and visitors to be involved in the school community and their children's education.



	access requirements of disabled parents.			
All pupils and employees with disabilities can be safely evacuated from the setting.	1. There is a personal emergency evacuation plan (PEEP) for all disabled employees and pupils. 2. PEEPs are reviewed at least annually or as required.	As required	HT	1. All pupils and employees are aware of their responsibilities and procedures of how to evacuate the building safely.
All settings remain fully accessible and compliant in line with the Equality Act 2010 including footpaths, driveways and roads etc.	1. Regular maintenance checks and site inspection to be undertaken. 2. Exterior lighting is working and timed to be on / off as appropriate.	Ongoing	HT, TBS, HFO, AFO	1. All settings are fully accessible and easily travelled by employees, pupils, parents / carers, and visitors.

Access to Information:

Targets	Strategies	Timescale	Responsibility	Success Criteria
All Trust websites are compliant with statutory regulations.	1. Annual website audit undertaken.	Ongoing		1. All Trust websites are compliant.



Enable improved access to information for pupils, parents / carers and visitors.	1. Raise awareness of font size and page layouts to support people with visual impairments. 2. Auditing the libraries to ensure the availability of large font and easy read texts will improve access. 3. Auditing signage around each to ensure that is accessible to all. 4. Checking how parents prefer us to communicate information. 5. Use of interpreters to support deaf and hearing impaired families	Ongoing		2. Written and verbal communication is appropriate for a variety of needs. 3. Electronic communication is appropriate for a variety of needs. 4. Communication requirements established through Inclusion Lead. 5. Interpreters provided for deaf / hearing impaired families, if required.
Improve awareness of alternative formats for sharing information	1. Use a variety of formats for communication, including text, email, pupil-post. 2. Ensure all parents / carers are aware that we can provide communication in large text, via telephone / meetings to meet needs.	Ongoing		1. All parents / carers are aware of alternatives available and how these can be accessed.



	3. Check that correspondence sent home is accessible in relation to reading ability language etc.			
Ensure information in all SEN reviews is accessible to all parties.	1. Provide a choice of formats for pupil's parents/carers to provide views on reviews.			1. Parents/carers have choices about how they are communicated with and how they provide their points of view.

Access to the Curriculum:

Targets	Strategies	Timescale	Responsibility	Success Criteria
Unrestricted access to the curriculum for pupils with a disability.	1. Liaise with pre-schools, settings and LEA to review potential intake each Sept and for new arrivals throughout the year. 2. Differentiated curriculum accessible for all pupils. 3. Resources tailored to the needs of pupils who require support to access the curriculum.	Ongoing	HT	1. Curriculum is in place and school self-evaluation activities demonstrate that these processes are in place. 2. Procedures / equipment / recommendations are in place.



	4. Curriculum resources include examples of people with disabilities. 5. Curriculum progress is tracked for all pupils, including those with a disability. 6. Targets are set effectively and are appropriate for pupils with additional needs. 7. The curriculum is reviewed to ensure it meets the needs of all pupils.			
All policies reflect inclusive practice and procedures.	1. All policies are reviewed for compliance with the Equality Act 2010 and reflect the Equality & Diversity Policy.	Ongoing / Annually	CEO / HT	All policies reflect inclusive practice and procedures
School visits accessible to all students.				
Close liaison with outside agencies for pupils with on-going health needs are in place. e.g. Children with severe asthma, epilepsy or mobility issues.				



The involvement of disabled pupils is actively promoted in classroom discussions / activities and takes into account a wide variety of learning styles / needs when teaching.				
PE activities are accessible to all and includes activities that do not need physical strength.				

