



SPARK

EDUCATION TRUST

ACCESSIBILITY PLAN & PROCEDURES

Policy Approved and Adopted by Whitehouse Local Governing Committee

Approved: December 2025

Date of Next Review: December 2028

Responsible Officer: SENDCo

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Whitehouse Primary School are committed to providing a fully 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.

Whitehouse Primary plans to, over time, increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the campus, adding specialist facilities, as necessary. This covers improvements to the physical environment of the campus and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this, they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the schools 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 the delivery of information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the campus and campus events. The information should be made available in various preferred formats within a reasonable time frame.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum Policy
- Single Equality Scheme
- Pay Policies
- Health & Safety (including off-site safety)
- Special Educational Needs Policy
- Behaviour and Discipline Policy
- School Improvement Plan
- Asset Management Plan
- School Prospectus

The School will work in partnership with Vision Academy Learning Trust (VALT) in developing and implementing this plan.

Improving the Physical Access at Whitehouse Primary School

The building was completed in 1964 and has been designed to be accessible in all areas.

- Staff and students with long term or temporary physical disabilities are trained in the use of the lift to allow them access to all floors.
- Arrangements are made to accommodate staff and students with long term or temporary physical disabilities on the ground floor in the event of the lift being temporarily out of action for any reasons.
- In the event of a fire evacuation such staff and students are accompanied to the fire assembly point. Each stairwell is protected by fire resisting doors to provide adequate time to reach the fire exit at the bottom of the stairwell. Personal Emergency Evacuation Plans are produced for each student as required.
- Provision and support for parents/visitors with physical needs is met by way of level entry access, sanitary provision and lift access to upper floor. An induction loop hearing system is fitted in strategic parts of the school to aid those with hearing impairment.

Improving the Curriculum Access at Whitehouse Primary School

- All students at **Whitehouse Primary school** are given access to a balanced and broadly based curriculum, including the National Curriculum. A range of teaching strategies and approaches, including differentiation, caters for the needs of students of all abilities. The provision of appropriate learning experiences for students is contained within departmental planning, medium- and short-term plans for year groups and individual support plans as appropriate.
- Targeted in-class support is a central principle of Inclusion provision at **Whitehouse Primary School** support from learning support assistants or teachers other than the class teacher. Support staff regularly liaise with the subject or class teacher in planning, teaching, marking and evaluation. Students benefit from the experience of the mainstream classroom combined with individual support and encouragement.
- All school staff are aware of the needs of students and strive to provide differentiated learning experiences in every curriculum area. In-service training and professional development is provided for all staff in Inclusion. All newly appointed staff receive information regarding Inclusion and are encouraged to seek advice when needed.

Improving the Delivery of Information at Whitehouse Primary School

- Staff are aware of the differing communication needs of children, their parents and visitors.
- Written communication is provided in an enlarged format if required.
- Telephone calls and emails are used as alternative means of communication.
- Where English is not the first language, children are provided with the appropriate support and the school makes every effort to provide an interpreter for parents if required Reference:

Key Responsibilities

- Staff must ensure that all students are provided with the support needed to ensure everyone has equality of opportunity – challenging negative attitudes about disabilities.
- Students should support and respect the needs of others and accept each individual student.
- Parents must inform school of any circumstances which will affect their child's access to school.
- Governors must be aware of policy and ensure the school meets all requirements.

School Aims and Action Plan

Development and Review

- The accessibility plan is guided by the principles and procedures in the school's Single Equality Policy.
- The plan will be on the school website and reviewed annually by the leadership team to ensure it is effective.

Our aims are 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

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability, medical condition or other access needs. Provision may include: Liaison with specialists, CPD for staff, a differentiated curriculum, specialist resources to support learning and access to the curriculum, a range of support staff including trained teaching assistants and access arrangements in place for statutory testing.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To liaise with pre- school providers to prepare for the new intake of children into Foundation each year	To identify pupils who may need adapted or additional provision	May to July annually	HT EYFS Leader and teachers	Provision set in place ready for when the child/ren start school
To liaise with educational establishments to prepare for the intake of new children who transfer in year	To identify pupils who may need adapted or additional provision	Ongoing as need arises	HT AHT SENDCo	Provision set in place ready for when the child/ren start school

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To review policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	SLT & Governors	All policies clearly reflect inclusive practice and procedure
To establish and maintain close liaison with parents	To ensure collaboration and information sharing between school and families.	Ongoing	SLT and all teaching staff	Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning
To establish and maintain close liaison with outside agencies for pupils with additional needs	To ensure collaboration between all key personnel.	Ongoing	SLT/SENDCo, all teaching staff outside professionals	Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning
To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits as well as extra- curricular provision	Create personalised risk assessments and access plans for individual children. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.	Ongoing	SLT, SENDCo and all teaching staff, extracurricular service providers and educational visits settings	Evidence that appropriate considerations and reasonable adjustments have been made

Aim 2

To improve the physical environment of the school to increase the extent to which pupils with a disability, medical condition or other access needs can access education and associated services.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Improve the physical school environment	The school will take account the needs of pupils 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, clear signage and more accessible facilities and fittings.	Ongoing	SLT, Trust Estates Manager Governors	Evidence that appropriate considerations have been made wherever physical school improvements are carried out.
Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs.	Create personalised risk assessments and access plans for individual pupils. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.	Ongoing	SLT SENCo all teaching staff site manager	As full as possible inclusion for all pupils. Safe evacuation in an emergency.

Aim 3

Improve the delivery of information to pupils, staff, parents/carers and other members of the school community

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To enable improved access to written information for pupils, parents and visitors.	Create and offer information in alternative formats Access arrangements are considered and put into place for statutory testing	Ongoing	SLT Teachers Admin team SENDCo	Evidence that appropriate considerations and reasonable adjustments have been made
Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so as they can fully support their child's education	Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible	Ongoing	Whole school team	Evidence that appropriate considerations and reasonable adjustments have been made, so that parents can fully support their children in their education.
To meet requirements of implementing the Disability Equality Scheme	Training of staff to raise awareness of the Disability Equality Scheme	Ongoing	SENDCo Whole School team	Increased awareness of staff and how it affects the school and their role

Section 3: Access audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Parking Bay	Disabled parking bays marked	None required	Site supervisor	On going
Entrances	Automatic front doors, enclosed lobby	None required	Head teacher	Ongoing
Toilets	Disabled toilets have alarms	Ensure service every 6 months	Site supervisor	Ongoing
Reception area	Accessible to wheelchair users	None required	Head teacher	Ongoing
Internal signage	Large signs in place	None required	Head teacher	Ongoing
Emergency escape routes	Fire evacuation plan in place	Ensure weekly testing of system and maintenance	Site supervisor	Ongoing

