

Whitstable & Seasalter Endowed Church of England (Aided) Junior School



Accessibility Policy and Action Plan

LET YOUR LIGHT *Shine*
Matthew 5:14-16

Love ★ Joy ★ Goodness ★ Resilience ★ Trust

Reviewer	J Hewitt – SENCO
Reviewed	March 2024
Date of Next Review	March 2027 (three years)
Headteacher Signature	<i>EM Taylor</i>
Governor Signature	<i>Oraine R Clements</i>
<i>This policy was ratified at a Governor's Meeting on 22/05/2024</i>	

Aims

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if:

- (a) the person has a physical or mental impairment, and
- (b) the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

At Whitstable Endowed, the Plan will form part of the school's development and will be monitored by the Head teacher and evaluated by the relevant Governors' committee.

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.

This policy complies with our funding agreement and articles of association.

Context

At Whitstable Endowed we 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 aim to challenge negative attitudes about disability and accessibility and to develop a culture of awareness, tolerance and inclusion. We are dedicated to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

1) Whitstable Endowed' Accessibility Plan has been developed and drawn up based upon information supplied by the Local Education Authority, and consultations with pupils, parents, staff and governors of the school and other agencies. The document will be used to advise policies such as the SEND policy.

2) The 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 will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

3) Whitstable Endowed is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, gender and physical, sensory, social, spiritual, emotional or cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

4) The Whitstable Endowed Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- 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 all pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5) Whitstable Endowed's Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010. These will be logged in the CPD register.

7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Relationships Policy (behaviour policy)
- Curriculum Policies
- Equal Opportunities Policy
- Health & Safety Policy
- Equality Objectives
- School Prospectus
- School Development Plan
- Special Educational Needs and Disability Policy
- Dyslexia Policy
- Women's Health policy

8) 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.

9) The Accessibility Plan will be published on the school website.

10) The Accessibility Plan will be monitored through the Governor Health and Safety and Premises Monitoring.

11) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

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

School Information

Whitstable Endowed Community is a two form entry school in the heart of Whitstable, with a Pupil Admissions Number (PAN) of 60. The school has children with a range of disabilities to include severe and specific learning difficulties, physical disability and medical conditions. Staff have received training in the use of an Epi Pen, Defibrillator and Diabetes.

Many staff are competent First Aiders who hold current Paediatric First Aid certificates. All medication is kept in a safe and secure place which has easy access for First Aiders and staff members, in our school medical room.

We also have pupils with a range of learning difficulties, communication disorders and Social, Emotional and Mental Health difficulties. We have noticed an increase in anxiety, since Covid-19, in children and will ensure we comply with the Equality Act (2010) to make reasonable adjustments to accommodate needs and make school manageable for children and adults to return as soon as they are able. This action should be taken for the best interest of the individual. We liaise with a variety of professionals to ensure the best possible education, within our power, for children with disabilities.

When children enter school with specific disabilities the school contacts the Local Authority professionals for assessment, support and guidance for the school and parents.

As a school we have a long history of teaching pupils with a wide range of Special Educational Needs and, without exception, children with disabilities have been fully included in all aspects of school life. The progress of children with disabilities is vigorously tracked and comparisons are made between the achievement and attainment of these children compared with their peers.

Current good practice

We ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of an annual data collection exercise and an annual survey of parents' views. We screen children using Boxall Profile assessments to measure their social, emotional and mental-health (SEMH) and behaviour.

Children's well-being and happiness is at the heart of everything we believe at Whitstable Endowed and we feel this needs to be in place before children can learn effectively and be able to Let Their Light Shine. By completing the Boxall Profile, and providing interventions to support children's well-being, we aim to increase accessibility to education for vulnerable children and those with SEMH needs.

Physical Environment

Children with disabilities participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs; there are very few parts of the school to which children with disabilities have limited or no access at the moment.

Much of our school is purpose built to meet the needs of all pupils. Provision, in exceptional cases, will be negotiated when the child's specific needs are known. We have a wide range of equipment and resources suitable for the day-to-day use of children in the infant age-range. We will constantly keep under review resource provision. The School Development Plan will be the vehicle for considering such needs on an annual basis.

Curriculum

There are some areas of the curriculum which present particular challenges, for example: PE and every effort is made to overcome these. Adaptations are made to enable children to succeed and having access to Inclusive Sports ([Inclusive Sport - Providing sports and activities for all abilities](#)) who support our teaching of P.E/Games, who also offer after school clubs and holiday clubs.

Other issues may affect the participation of children with disabilities, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of people with disabilities.

Improving teaching and learning lies at the heart of any school's work. Through self-review and Continuous Professional Development, we aim to enhance staff knowledge, skills and

understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities or school visits. The only exception would occur if a child had breached school rules e.g. through aggressive behaviour at a club, when deprivation of club attendance may be used as a suitable short-term sanction and to ensure the safety of other children.

Information

Different forms of communication are made available to enable all children with disabilities to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for pupils, parents and staff with disabilities. As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

Teachers will always need to be sensitive to presenting materials to children in appropriate formats e.g. reading aloud, interactive whiteboard presentations, etc. should that be necessary. This is a core part of a teacher's work.

Access Audit

The school is a predominantly one storey building with access points from outside playground decking area. The hall is accessible to all. The school has recently undergone extensive building works, where the conservatory and canteen area were modified into two new classrooms. A new canteen was built on the existing garden area. The garden room has a disabled toilet and wide doors for access. The main school also has a disabled toilet and these toilets are fitted with a handrail, and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked. All future works will have access as a key requirement.

Management, coordination and implementation

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Education Authority.

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	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>	<ul style="list-style-type: none"> • Our school offers a differentiated/adapted curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils • Training for all staff in Autism, ADHD and Speech and Language • All staff have specific training on disability issues. 	<p>Ensure staff are aware of all needs</p> <p>Up to date training in SEND</p>	<p>All staff to have access to the SEN register.</p> <p>Relevant assessments and reports are shared with staff.</p>	<p>SENCo</p>	<p>Updated regularly</p>	<p>Children’s needs met at an individual level</p>

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Disabled toilets • Library shelves at wheelchair-accessible height <p>We liaise with outside agencies eg SALT/STLS to incorporate strategies and support within classrooms and around school with children who require specific equipment and adaptations.</p>	<p>Ensure corridors are 'clutter free'.</p>	<p>To check areas are clear regularly throughout day.</p> <p>Site manager undertake site check every morning.</p>	<p>All staff</p> <p>Site manager</p>	<p>Ongoing</p>	<p>Safe and clear access for all</p>
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<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Induction loops • Pictorial or symbolic representations <p>Specific disabilities:</p> <p><u>Hearing</u></p> <ul style="list-style-type: none"> • Ensure seating plans facilitate maximum lip reading/listening opportunities for Hearing Impaired children. • Provide transcripts for audio tapes where possible-videos to have subtitles • Identify possible hazards to HI children-hearing fire bell-ensure child is fully aware of the escape plan (PEEP- Personal Emergency Evacuation Plan) • Maintain Loop System 	<p>Ensure all children have access to and understand information around the school</p>	<p>Ongoing monitoring</p>	<p>Site manager SLT</p>	<p>Ongoing</p>	<p>All children can access information at their level.</p>
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	<ul style="list-style-type: none"> Individual children to have Audiological checks and maintenance of hearing aids <p>Visual</p> <ul style="list-style-type: none"> Ensure pupils with Visual Impairment can access the curriculum Ensure physical environment is clear and safe to enable Visually Impaired pupils to move around building easily and safely. 					
Improve inclusion of children with a disability	Our children have access to a range of sports. Children to engage in playing sports against other schools.	Ensure provision for P.E and Games is Inclusive for all children	Using Sports Premium funding to fund Inclusive Sports to enhance inclusive sports for all.	P.E lead SLT	Sept 23	Engagement of Sport for all

Provide Risk Assessments for all school visits	<ul style="list-style-type: none"> • Ensure Risk Assessments are in place to ensure that all children including children with physical disabilities can access trips • Ensure staff are fully briefed with regards to children with SEND • 1:1 adult to accompany their SEND child on trips • Venues and transport checked for suitability. 	Ensure Risk Assessments are in place and updated when necessary. Save centrally for all staff to access.	All staff to write Risk Assessments	All staff	Sept'23 onwards	Everyone knows procedures that are in place.
All school events to be inclusive	<ul style="list-style-type: none"> • All school events can be adapted to include all children • Discuss school events with all staff 	Ensure all school events are inclusive.	Procedures are in place for all learners.	School event organisers	Sept'23 onwards	All children to have access to all events as systems are in place.
Increase Pupil voice	<ul style="list-style-type: none"> • Ensure that children are given opportunities to share concerns, views and ideas they may have. • Adaptations are made as needed. • Promote Agents of Change-regular meetings 	Ensure children have opportunities for decisions in school.	Regular meetings and sharing of ideas/suggestions. Opportunities for feedback to classes.	Class teachers SLT	Sept'23 onwards	Children to have a voice in whole school decisions.

<p>Communication with Parents</p>	<ul style="list-style-type: none"> • Ensure parents have access to our SEN provision/SEND school offer currently on website • Ensure parents can contact SENCo at any time • Parents can meet with SENCo to access further support and advice • Ensure the SEND Information Report is accessible and informative for parents-shared in November each year. 	<p>Ensure parents have access to SEND information.</p>	<p>Information shared when appropriate. Website updated and has all relevant information.</p>	<p>SENCo SLT Admin staff</p>	<p>Ongoing</p>	<p>Parents have access to information they need.</p>
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