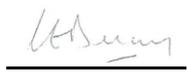




Whitehall
Park School
LEARN ENJOY SUCCEED

Accessibility Policy and Plan

Signed:	
Chair of Governors:	Claire Delaney
Approved:	January 2022
Review Date:	January 2025

This policy applies to all pupils in the school, including EYFS

Overall Aim

The school seeks to remain an inclusive school and provide equality of access and opportunity for all pupils to the extent that reasonable adjustments can be made to the school's premises and procedures. The school aims to ensure that students with disabilities or learning difficulties are not discriminated against or placed at substantial disadvantage in those areas of school life that are normally accessible to the whole pupil body.

The plan seeks to:

Increase the extent to which disabled pupils, including those with SEND can participate in the school curriculum. 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.

Improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school. This includes improvements to the premises and grounds, taking into account the consideration of reasonable adjustment and any restrictions such as may result from as planning consent or listed building/conservation area status.

Improve the provision to disabled pupils of information which is already in writing for pupils who are not disabled. This covers documentation related to the curriculum, to general school documentation and also information which is normally sent home. Plans will need to adopt a practical approach and take account of the specific disability - details will vary on a case by case basis.

This plan covers a three-year period. It is reviewed annually by the school and monitored BPET's Regulations and Compliance Audits.

September 2020

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

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 are permitted to attend age relevant after-school clubs, leisure and cultural activities and educational visits. Nevertheless, improving teaching and learning lies at the heart of the school's work and so our key objective in this Accessibility Plan 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.

Teachers at Whitehall Park School plan and deliver creative and engaging lessons. Teachers' planning is highly differentiated to take account of the individual / group needs of all pupils, including those with disabilities. High expectations are evident throughout all curriculum areas and are clearly linked to National Curriculum expectations.

Each year school leaders develop action plans as part of the overall School Development Plan which address areas which can be improved even more; copies of these are available on request.

It is the role of the Deputy Headteachers to line manage and deploy Teaching Assistants. They co-ordinate and facilitate training with all staff to develop whole school awareness of disability and ways in which children can best be supported within the classroom and wider school context. The SENCO also coordinates advice given by outside agencies and ensures its full implementation.

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.

target	actions	timescale and cost	responsibility	success criteria
<i>Ensure all monitoring and actions are scrutinised and challenged by the Trust and LAB members</i>	<i>To evaluate and review this plan and the attainment and progress of all pupils</i>	<i>Termly, with full review and update in Autumn term annually</i>	<i>Headteacher SENCO LAB, particularly SEN LAB member and Teaching, Learning and Curriculum sub- committee</i>	<i>LAB members are fully informed about provision and progress Accessibility Policy and Plan (this document) is annually updated and posted on school website</i>
<i>Identification of pupils who may need additional / different provision</i>	<i>Liaise with nursery providers to review potential intakes , organise home visit or nursery visit if possible and liaise with parents and SENCO</i>	<i>Annual ££</i>	<i>Class teachers in the first instance</i>	<i>Necessary procedures / equipment / ideas in place by September</i>
<i>Increase skills and confidence of all staff in differentiating the curriculum</i>	<i>Be aware of staff training needs and assign CPD accordingly</i>	<i>On-going and as required £</i>	<i>Headteacher/SENCO/ DHTs/Middle leaders within the school</i>	<i>Lesson observations demonstrate improved skills and raised staff confidence in strategies for differentiation and increased pupil participation</i>
<i>Use ICT software to support learning</i>	<i>Make sure software installed where needed/ Access to an IPAD if necessary</i>	<i>On-going and as required £££</i>	<i>SENCO/IT Coordinator</i>	<i>Wider use of SEN resources to support learning</i>

<i>Compliance with the Equality Act 2010</i>	<i>Review all statutory policies to ensure that they reflect inclusive practice and procedure</i>	<i>On-going</i>	<i>Headteacher LAB members</i>	<i>No policy conflicts with principles of equality of opportunities for all</i>
<i>Collaboration and sharing between school and families</i>	<i>Maintain close liaison with parents. Inviting parents in for meetings to discuss child's progress and any additional support they might need</i>	<i>On-going</i>	<i>Headteacher and DHTs Teachers Teaching Assistants</i>	<i>Clear, collaborative working approach Increased confidence and skills in supporting pupils</i>
<i>Collaboration between all key personnel</i>	<i>Maintain close liaison with outside agencies for pupils with on-going health needs eg children with severe asthma, epilepsy or mobility issues. Regular Meetings with the school nurse and staff training</i>	<i>On-going</i>	<i>Headteacher Teachers Teaching Assistants Outside agencies School Nurse Angela</i>	<i>Clear, collaborative working approach Everyone clear on what to do and appropriate training given to all staff</i>
<i>Raise attainment and narrow any gaps in attainment that may exist</i>	<i>Monitor attainment of all pupils with SEN during pupil progress meetings and regular liaison with parents</i>	<i>Termly</i>	<i>Headteacher and DHTs Teachers Parents</i>	<i>Progress made towards individual targets Assessment shows clear steps and progress made</i>
	<i>Monitor attainment of all higher attaining / gifted and talented pupils during pupil progress meetings and regular liaison with parents</i>	<i>Termly £</i>	<i>Headteacher and DHTs Teachers Parents</i>	<i>Assessment shows clear steps and progress made, gaps in progress are highlighted and intervention groups are put in place</i>
	<i>Buy services from Islington such as additional speech and language therapy, Educational psychologist etc.</i>	<i>On-going £££</i>	<i>Headteacher DHT/SENCO</i>	<i>Assessment shows clear steps and progress made Support staff report increased confidence and skills in supporting pupils</i>
<i>Opportunities for children to see positive role models with disabilities</i>	<i>Visitors into school, particularly during themed weeks (work week- speaker about guide dog) Continued purchase of materials which portray positive images of people with disabilities</i>	<i>On-going ££</i>	<i>School Leaders Teachers</i>	<i>Resources are easily visible Planning shows consideration of possible visitors to school Positive attitudes towards those with disabilities and towards principles of inclusion</i>

<i>Review PE curriculum to ensure PE accessible to all</i>	<i>Teachers co-teach with sports coach</i>	<i>On-going</i>	<i>PE lead Sports coaches</i>	<i>All to have access to PE and be able to excel</i>
<i>Raise awareness of disability issues</i>	<i>Develop the curriculum, to include whole-school themes around humans and PSHE, with this in mind</i>	<i>Through regular PSHE lessons ££</i>	<i>Headteacher Curriculum Leader</i>	<i>Jigsaw PSHE program in place Long term planning and topic plans</i>

Aim 2: To improve access to the physical environment

target	actions	Timescale and cost	responsibility	success criteria
<i>Ensure all monitoring and actions are scrutinised and challenged by the Trust and LAB members</i>	<i>To evaluate and review this plan and the attainment and progress of all pupils</i>	<i>Termly, with full review and update in Autumn term annually</i>	<i>Headteacher, SENCO, LAB, Site Manager</i>	<i>LAB members fully informed about provision and progress Accessibility Policy and Plan (this document) is annually updated</i>
<i>Physical environment of school remains attractive and engaging for all</i>	<i>The school will take into account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when coming on school site.</i>	<i>On-going</i>	<i>Site Manager</i>	<i>Enabling needs to be met where possible</i>
	<i>Ramp available via the Ashmount gate which permits wheelchair access and lift available on all floors.</i>	<i>££</i>	<i>Senior Leaders</i>	
	<i>Health and Safety checks to be done every day to make sure no obstacles are in corridors etc.</i>			
<i>Visually stimulating environment for all children</i>	<i>Colourful, lively displays in classrooms, with greater focus on practical / kinaesthetic learning</i>	<i>On-going</i> <i>££</i>	<i>Teachers</i> <i>Teaching Assistants</i>	<i>Monitoring shows all aspects are at least good, with few essential actions:</i> <i>learning environment walks</i> <i>physical environment checks</i>
<i>Awareness of access needs of pupils, staff, governors, parent /carers and visitors with disabilities</i>	<i>Create access plans for individual disabled pupils as part of the school passport process when required</i> <i>Be aware of staff, governors' and parents' access needs and meet as appropriate Through questions and discussions, find out the access needs of parents / carers Consider access needs during recruitment process</i>	<i>As required</i> <i>Induction and on-going if required</i> <i>Admissions form for new parents / carers</i> <i>Recruitment process</i>	<i>Senior Leaders</i>	<i>Needs are met</i>
<i>Pupils with medical needs are fully supported</i>	<i>Provide training in use of Epi-Pen (for all); administering medicines (for qualified first aiders)</i>	<i>Annual</i>	<i>First aiders and allocated School Nurse / Site Manager</i>	<i>100% of employees receive the training</i>

	<i>Ensure the right ratio in adults trained in Paediatric first aid and pupils especially in EYFS</i>			
<i>Roads and paths around school are as safe as possible</i>	<i>Communication with parents via safety messages / emails/ letters / walk to school week Regular contact with the council regarding Road safety outside the school and making sure that the area is safe to the whole school community</i>	<i>On-going £££</i>	<i>Senior Leaders Site Manager</i>	<i>No accidents</i>
<i>Accreditation of Healthy Schools award</i>	<i>Continue to gather evidence and adapt curriculum to regain our Bronze and Silver Healthy Schools award</i>	<i>On-going</i>	<i>PSHE Leader, Senior Mental Health Lead and Islington members (Marjon)</i>	<i>Achievement of Bronze and Silver award</i>
<i>All pupils with mobility issues can be safely evacuated</i>	<i>All personal emergency evacuation plans (PEEPs) are in place and up-to-date, and that staff (including new staff) are aware</i>	<i>On-going</i>	<i>Inclusion Leader / Site Manager</i>	<i>Successful fire drills Create PEEPs when necessary There are currently no PEEPs in place</i>
<i>Layout of school allows access for all pupils to all areas</i>	<i>Consider needs of disabled pupils, parents / carers or visitors when considering any redesign</i>	<i>As required</i>	<i>Headteacher / Site Manager</i>	<i>Work carried out meets criteria set out by any experts consulted</i>
<i>All with mobility issues can be safely evacuated</i>	<i>Update the Fire Management Policy when required to ensure adequate strategy for assisting pupils / visitors and staff who have disabilities to evacuate</i>	<i>Annually ££</i>	<i>Senior Leaders, site manager</i>	<i>In-place Successful fire drills</i>
<i>Pupils with medical needs are fully supported</i>	<i>Review Managing Medicines Policy</i>	<i>Annually</i>	<i>First aiders School Nurse Headteacher</i>	<i>Reviewed policy is approved and in place</i>
<i>Improved access for visually impaired people</i>	<i>Paint yellow strip marks on step edges around school</i>	<i>££</i>	<i>Site Manager</i>	<i>Work carried out, regular maintenance checks</i>
<i>Consider wider physical environment in which teaching and learning takes place</i>	<i>Investigate other venues to confirm that physical access is suitable; include St Aloysius</i>	<i>On-going ££</i>	<i>Adult organising trip/learning experience Senior Leaders</i>	<i>Written confirmation or inspection of the venue Notes from pre visit</i>

	<i>Sports ground, Channing School grounds, Highgate Woods.</i>			<i>Risk assessment for each venue</i>
<i>Educational visits to be accessible to all</i>	<i>Thorough planning, including advance visits to ensure each new venue is vetted for appropriateness Consider costs of coach with easier access Risk assessment required for each venue</i>	<i>As required- all year long ££</i>	<i>Lead adult for trip Phase Leader</i>	<i>Risk assessments and pre-school visits all completed. All pupils in school able to access all educational visits and take part in a range of activities</i>
<i>Toilets accessible for all users</i>	<i>Toilets regularly checked to ensure they are accessible for all</i>	<i>On-going</i>	<i>Site Manager Cleaners</i>	<i>Work completed when needed</i>
<i>Informed decisions are made with regard accessibility</i>	<i>Health and safety audits are carried out with additional consideration of accessibility, link visits</i>	<i>Annually</i>	<i>Health and Safety Lead Senior Leaders Site staff</i>	<i>Audits begin to inform future Accessibility Policy and Plans</i>

Aim 3: To improve communication between school and pupils, parents/carers

We share information with pupils who face barriers to learning in a variety of ways, such as face to face discussion; simplified and modified language; symbols on work; pre-printed / pictorial explanation of work.

We want to include actions to engage even more some of our parents / carers. Currently, we share information with parents / carers in ways including letters weekly overviews, newsletters, website, micro-blogging sites (eg Twitter / Facebook).

In planning to make written information better available to disabled pupils, we again need to establish the current level of need and be able to respond to changes in the range of need.

target	actions	timescale and cost	responsibility	success criteria
<i>Ensure all monitoring and actions are scrutinised and challenged by the Trust and LAB</i>	<i>To evaluate and review this plan and the attainment and progress of all pupils</i>	<i>Termly</i>	<i>Headteacher and DHTs SENCO Report to LAB members</i>	<i>LAB fully informed about provision and progress Accessibility Policy and Plan (this document) is annually updated</i>
<i>All pupils feel confident to fully disclose information with regard to their disabilities</i>	<i>Ensure that all pupils, staff and parents are assured of confidentiality when disclosing information and know disclosures will be handled sensitively – do so via circle times, assemblies; in addition: within new curriculum (eg whole school themed weeks)</i>	<i>On-going</i>	<i>SLT MLT</i>	<i>Positive feedback from pupils Lesson observations New curriculum in place Long term planning and topic plans</i>
Pupils: <i>All pupils (and staff) are fully aware of the definition of disability and examples</i>	<i>Develop Jigsaw PSHE curriculum, including whole-school themes around humans and PSHE, with this in mind</i>	<i>On-going</i>	<i>Class teachers Headteacher and DHTs</i>	<i>Pupil interviews New curriculum in place Long term planning and topic plans Work Week plans</i>
Pupils: <i>annual reviews of children with SEN are as accessible as possible</i>	<i>Review how child-friendly PPs are, working with other SENCOs</i>	<i>On-going</i>	<i>SENCO/Inclusion Manager</i>	<i>Revised processes in place Positive user feedback</i>

Parents: engage parents / carers in school life	Open afternoons celebrating subjects, for example, World Book Day, parents workshops and Reading on Fridays and class assemblies	Recommencing in Summer 2022	Senior Leaders Teachers	At least 70% attendance (an increase from previous target of 60%)
Parents: engage parents / carers in school life	Open afternoons celebrating subjects, for example, World Book Day, How we Teach ... sessions , parents workshops. Fantastic Fridays	Recommencing in Summer 2022	Senior Leaders Teachers	At least 70% attendance (an increase from previous target of 60%)

Parents: engage more parents / carers in school life improve accessibility of communications in forms other than written	Newsletters emailed out to parents and the wider community on a weekly basis, with particular encouragement to read school website as more information is available.	On-going	Office Manager Admin Team	Improved visits to website
Parents: gather information about new parents and accessibility needs	Amend admissions form to include question about accessibility needs of parents / carers	On-going	Headteacher Office Manager	Completed forms Parents invited onto site if a need is identified
Both: website is accessible to those who are visually impaired or who have difficulty in reading English	Seek confirmation that school website is suitable; seek views of those with English as an additional language on effectiveness of Google Translate feature	On-going	DHT and BPET Marketing Manager who is supporting us in developing the website	Written confirmation

