



Accessibility Plan (2024-2027)

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

White Ash 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 also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Together, anything is possible!

In order to achieve this our school aims to:-

Work Hard

We have high expectations and challenge each pupil to work hard and fulfil their full and unique potential.

Help each other

We aim to provide pupils with a supportive, nurturing, safe, secure and stimulating environment in which their social, emotional, intellectual and health needs are met.

Inspire

We will guide and inspire our pupils to achieve all they can ensuring that they are best prepared for life beyond our school doors.

Try our best

We value each individual pupil and actively promote their efforts to achieve their next steps.

Everyone included

We aim to strengthen the spiritual, moral and cultural development of our pupils and encourage them to be positive members of the school and wider community.

We will ensure that all pupils, staff, parents/ carers, governors and all that are involved with the school feel valued and that we remain an 'amazing and fantastic place to come to'.

Achieve

We celebrate every achievement, big or small, enabling all our pupils to shine and succeed.

Share

We encourage all our pupils to be warm and sharing young people, who will build meaningful relationships built on mutual respect.

Have Fun!

We plan lessons which are engaging and creative, appealing to all pupils in order to promote curiosity. School will be an enjoyable experience embedding long lasting memories to treasure.

We have included a range of stakeholders in the development of this accessibility plan, including: pupils, parents, staff and governors of the school.

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.

Action plan

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

AIM	Actions	Actions to be taken	Monitoring and Responsibilities	Time Frames	Success Criteria
<p>Improve access to the curriculum</p>	<p>Continue to provide a wide range of interventions to develop early cognitive and physical skills</p> <p>All pupils will have access to a range of meaningful and engaging resources tailored to meet the needs of all pupils</p>	<p>Track intervention success. Strategically staff interventions to allow for optimum outcomes for pupils. Improve gross and fine motor skills interventions. Improve sensory interventions. Provide appropriate resources and equipment Staff to train in specific areas to create further opportunities for all pupils to access interventions Staff CPD to develop knowledge</p>	<p>All Staff EHCP Reviews ILPs EFL Assessments Pupil progress meetings</p>	<p>On-going</p>	<p>Plan clearly structured activities which engage children in order for them to develop. Provide information relating to pupil progress for parents and carers and teachers</p>
	<p>To ensure all staff have the skills and knowledge to improve the outcomes of pupils following their personalised Pathways.</p> <p>The curriculum will be regularly reviewed to ensure it meets the needs of all pupils</p>		<p>Professional Agencies – SALT, VI,HI Assessment Leads to monitor Individual learning plans SLT Observes, Learning walks Drop Ins Pupil Progress meetings Governors PEEP sessions Subject leaders Action Plans & Impact Reports</p>		<p>Improved outcomes for all pupil's following personalised pathway. All staff have up to date developed skills and knowledge through relevant training to improve the outcomes for all pupils</p>

	To continue to build upon all areas of our Equality Mark	Increased opportunities through: Lucky Leaves to be linked to the half term value. Weekly assembly to reflect the value Classes to display the values with examples Whole school events Invite governors & parents to assemblies, events	Equality leads to attend relevant meetings to update their knowledge. Equality team to meet termly. Introduce daily reflection time See Equality Action Plan	Termly	Pupils to develop their sense of belonging. Greater parental involvement in sharing their cultures and beliefs.
Improve and maintain access to the physical environment	To strengthen parental engagement/ knowledge in Movement Opportunities Via Education (MOVE)	Class teachers to share progress with parents via dojos, EHCP reviews, termly reports & seek input when planning targets. Teachers to complete MOVE training to increase own knowledge.	MOVE Leads Physical Development team All Staff PEEP Sessions	On going	Improve pupil health and wellbeing. Pupils to make good and outstanding progress in areas of MOVE/ physical development. Improved engagement and outcomes in other areas of the curriculum.
	To expand physical outdoor opportunities within the school grounds	Trim trail to be added Ballet bars & mirrors Install swing in EYFS Textured floor mat for KS1 playground Sensory area outside Sparrow class.	SLT All staff Health and safety coordinators Governors Site Manager	On-going	Increased opportunities for outside physical play. Most complex learners experience 'fresh air'.

	All pupils have access to a variety of play equipment indoor/ outdoor	Outdoor climbing equipment Lunch-Time Clubs embedded	CW, NR		New experiences available for all pupils. Improved physical mobility & health. Pupils more alert and engaged in their learning.
	To embed opportunities for outdoor adventurous activities	Continue to offer activities via NRG sporting on site & off site Day visits to centres such as Hothersall Y5/6 residential Farm Visit (Rotary Club)	SLT Teachers External providers	On-going	Pupils experience a wide range of activities out of school. Highly motivating activities utilising quality providers Staff feel confident to support the pupils Increase pupil and staff resilience.
To continue to improve access to information	Continue to provide accessible information for all, through - ➤ Internal signage ➤ Large print resources ➤ Braille ➤ Widget ➤ Makaton	Staff Training and CPD Updated software Continue to develop communication boards	Communication leads All staff Computing Coordinator IT Technician Other professionals - SALT	On-going	Remove barriers to learning enabling pupils to reach their full potential Providing Parents/Carers with accessible forms of communication
	Review documentation on	Workshops Newsletters	All staff	On-going	Providing Parents/Carers with

	website to check accessibility for parents with English as an additional language/disability in order to support their children.	Staff Training Regularly updates of information	Computing Coordinator IT Technician Office staff		accessible forms of communication Develop pupil voice
	Introduce SWiggle (internet search tool) to improve online safety for pupils	Training for staff Workshops for Parents	SLT All Staff Governors Online Safety Team	On-going	Applying safer searching across all browsers in school Customised Google Safe Search technology Active blocking of inappropriate search strings

Links with other policies –

- Single Equality policy
- Online Safety Policy
- Behaviour Regulation
- SEN Policy
- Health and Safety Policy

