Whittington Church of England Accessibility Policy

To love, to learn, to flourish - together

School Vision

Jesus said, 'I chose you and appointed you to bear much fruit, fruit that will last.' John 15:16

We are inspired by Jesus to learn with joy and flourish in love, faith and wisdom. Together, we live and grow well, valuing and respecting our differences and sharing our God given gifts. We aspire to be courageous and responsible, caring for our world and one another today for a better tomorrow.

Policy adopted: September 2026 Policy review: September 2027

Whittington C of E Primary School

Accessibility Policy

- Statement of Intent

1. 1. Introduction and Statement of Intent

Whittington C of E Primary School is committed to providing an inclusive environment in which every child is valued, supported and able to participate fully in school life.

Our vision is to ensure that every member of our school community has the opportunity to love to learn and flourish together. We are committed to removing barriers to learning and participation and to ensuring that disabled pupils are not placed at a substantial disadvantage.

We recognise that accessibility is about more than physical access. It includes access to:

- learning and the curriculum;
- the physical environment;
- information and communication;
- play and social opportunities;
- enrichment and extra-curricular activities;
- school trips and visits;
- the wider life of the school.

We will work closely with pupils, parents and carers, staff, governors, the local authority and relevant external agencies to identify barriers and make appropriate reasonable adjustments.

We recognise that accessibility needs will change as the needs of our pupils and school community change. We will therefore regularly review our provision and take accessibility into account when making decisions about the curriculum, resources, staffing, buildings, outdoor spaces and future developments.

This Accessibility Plan should be read alongside the school's Accessibility Policy, SEND Policy, SEND Information Report and Equality Information and Objectives.

1. Legal Framework

This policy has due regard to relevant legislation and statutory requirements, including:

- Equality Act 2010
- Human Rights Act 1998
- Children and Families Act 2014
- Education Act 1996
- Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities

This policy also has regard to relevant guidance, including:

- DfE: *The Equality Act 2010 and schools*
- DfE: *Special educational needs and disability code of practice: 0 to 25 years*
- Relevant DfE guidance relating to inclusive education and accessible school environments.

This policy should be read in conjunction with the school's:

- Accessibility Plan
- SEND Policy and SEND Information Report
- Equality Information and Objectives
- Admissions Policy
- Supporting Pupils with Medical Conditions Policy
- Behaviour Policy
- Anti-Bullying Policy
- Curriculum Policy
- Health and Safety Policy
- Equality and Diversity Policy
- Early Years Foundation Stage Policy
- Data Protection Policy
- School Development Plan.

2. Definition of Disability

Under the Equality Act 2010, a person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

'Substantial' means more than minor or trivial, and 'long-term' generally means that the impairment has lasted, or is likely to last, for at least 12 months.

The school recognises that disability can include a wide range of physical, sensory, medical, mental health and neurodevelopmental needs.

3. Equality and Non-Discrimination

Whittington C of E Primary School is committed to ensuring that disabled pupils are not treated less favourably because of their disability.

The school will take reasonable steps to:

- avoid discrimination;
- prevent disabled pupils from being placed at a substantial disadvantage;
- make reasonable adjustments where appropriate;
- remove or reduce barriers to participation;
- promote equality of opportunity;
- encourage participation in all aspects of school life.

The school recognises the importance of considering the individual needs of each pupil. Reasonable adjustments will therefore be considered on a case-by-case basis.

4. Roles and Responsibilities

4.1 Governing Board

The governing board is responsible for ensuring that the school meets its duties under the Equality Act 2010.

The governing board will:

- approve and monitor the Accessibility Plan;
- receive appropriate information regarding accessibility and inclusion;
- ensure that accessibility is considered as part of strategic decision-making;
- monitor the impact of the Accessibility Plan;
- support the school in promoting equality and inclusion.

4.2 Headteacher

The Headteacher is responsible for ensuring that the Accessibility Policy and Accessibility Plan are implemented effectively.

The Headteacher will:

- promote an inclusive culture throughout the school;
- ensure appropriate consideration is given to the needs of disabled pupils;
- ensure staff are aware of relevant pupil needs where necessary;
- ensure appropriate training and support is available to staff;
- work with governors, the SENCO, parents and relevant agencies;

- ensure reasonable adjustments are considered and implemented where appropriate.

4.3 SENCO

The SENCO will work closely with the Headteacher, staff, parents and external agencies to support pupils with SEND.

The SENCO will contribute to the development and review of the Accessibility Plan and help identify barriers to learning and participation.

4.4 Staff

All staff are responsible for promoting inclusion and ensuring that their actions do not unlawfully discriminate against pupils.

Staff will:

- be aware of relevant pupil needs;
- implement agreed reasonable adjustments;
- adapt teaching and support appropriately;
- promote participation and inclusion;
- raise concerns regarding potential barriers to access.

5. Accessibility Planning

The school has an Accessibility Plan which sets out how we intend to improve accessibility over time.

The Accessibility Plan addresses three key areas:

5.1 Access to the Curriculum

The school will seek to increase access to the curriculum for disabled pupils.

This may include:

- high-quality teaching and appropriate adaptation;
- reasonable adjustments;
- specialist equipment and resources;
- access to additional adult support where appropriate;
- advice from external professionals;
- adaptations to teaching, learning and assessment;
- accessible participation in enrichment activities, educational visits and residential visits;
- adaptations to physical education and sporting activities;

- appropriate use of technology and visual support.

5.2 Access to the Physical Environment

The school will seek to improve access to the physical environment and facilities.

This includes consideration of:

- access to classrooms and other learning spaces;
- entrances and exits;
- toilets and hygiene facilities;
- lighting;
- flooring;
- signage;
- outdoor spaces and playgrounds;
- sensory needs;
- emergency evacuation arrangements.

The school will consider accessibility when planning improvements, refurbishment and future building projects.

5.3 Access to Information

The school will seek to improve the accessibility of information provided to pupils and families.

This may include:

- visual information;
- large print;
- accessible electronic formats;
- clear and straightforward communication;
- visual timetables;
- communication aids;
- technology;
- alternative methods of communication where appropriate.

6. Access to the Curriculum and School Life

The school is committed to ensuring that disabled pupils have access to a broad and balanced curriculum and are able to participate in school life.

We recognise that pupils may require different approaches or reasonable adjustments in order to access learning successfully.

Teachers will plan and deliver learning that is inclusive and appropriately adapted to meet the needs of pupils.

Where appropriate, support may include:

- adaptations to teaching;
- additional resources;
- specialist equipment;
- targeted interventions;
- support from teaching assistants;
- advice from external professionals;
- reasonable adjustments to assessment arrangements.

No pupil will be excluded from an activity solely because they are disabled. Where barriers are identified, the school will consider reasonable adjustments to enable participation.

This includes, where appropriate:

- educational visits;
- enrichment activities;
- physical education;
- sporting activities;
- OPAL and play opportunities;
- clubs;
- performances;
- assemblies and collective worship;
- residential visits.

7. Admissions and Transition

The school will act in accordance with its Admissions Policy and statutory requirements.

The school will not discriminate against a prospective pupil because of disability.

Where appropriate, the school will gather information about a pupil's needs before they start in order to support effective transition and planning.

This may include:

- meetings with parents and carers;
- liaison with previous educational settings;
- transition meetings;
- advice from external agencies;
- consideration of reasonable adjustments;
- visits to the school;
- individual transition arrangements.

The school will work with the local authority and relevant professionals where a pupil has an Education, Health and Care Plan.

8. Physical Environment

Whittington C of E Primary School is committed to continually improving access to the school environment.

The school will regularly consider potential barriers to access and participation.

This will include consideration of:

- entrances and pathways;
- access to classrooms and learning spaces;
- toilet facilities;
- changing facilities;
- lighting;
- flooring;
- signage;
- acoustics;
- outdoor areas;
- playgrounds;
- sensory spaces;
- emergency procedures.

The school recognises that accessibility needs may change as the needs of pupils and the school community change. Accessibility will therefore be reviewed regularly rather than assuming that existing arrangements will meet the needs of all current and future pupils.

Where barriers are identified, the school will consider appropriate and reasonable steps to reduce or remove them.

9. Consultation and Review

The school will seek the views of relevant members of the school community when reviewing accessibility.

This may include consultation with:

- pupils;
- parents and carers;
- staff;
- governors;
- the local authority;
- external professionals;
- relevant specialist services.

The school may use a range of methods to gather information, including:

- discussions;
- questionnaires;
- pupil voice;
- parent feedback;
- accessibility audits;
- SEND reviews;
- advice from specialist professionals.

10. Training

The school will ensure that staff receive appropriate information, training and support to enable them to meet the needs of disabled pupils.

Training will be provided in response to:

- the needs of individual pupils;
- changes in legislation or guidance;
- identified school priorities;
- recommendations from external professionals.

Where appropriate, staff will receive specialist training relating to specific medical conditions or disabilities.

11. Monitoring the Accessibility Plan

The Accessibility Plan will be monitored to ensure that planned actions are implemented and remain relevant.

Monitoring will consider:

- progress against planned actions;
- changes in the needs of pupils;
- feedback from pupils and families;
- the effectiveness of reasonable adjustments;
- changes to the school environment;
- future building and development plans.

Governors will receive appropriate information to enable them to monitor the school's approach to accessibility and inclusion.