



# Accessibility Plan

"I have come in order that you might have life—life in all its fullness" — John 10:10

## **Mission Statement**

At our Parochial school we aim to develop independent, lifelong learners by providing a stimulating and caring environment in which every child flourishes, with Christianity at the heart of all we do.

## **Aims**

At Whickham Parochial we believe that every child is entitled to enjoy their childhood, celebrate their individuality and reach their full potential. We aim to do this through:

- Creating a caring school family living by Christian values.
- Celebrating effort, resilience and a lifelong love of learning.
- Valuing the opportunities we have to serve our school, our community and the wider world.
- Offering wide ranging quality experiences that stimulate and challenge children's minds.
- Encouraging respect, tolerance and a habit of service and justice.
- Building strong links between school, home, church and community.
- Preparing children for future challenges in a rapidly changing real and virtual world.

We wish every child to take with them happy memories of Whickham Parochial into their future life.

At Whickham Parochial we believe that every child is entitled to enjoy their childhood, celebrate their individuality and reach their full potential.

This includes children with physical and mental disabilities. Every child should be able to access a broad and rich curriculum and be supported in living life in all its fullness.

**The definition of disability is**

***“A person suffers a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.”***

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils’ everyday lives

**We recognise:**

- Our duty under the Disability Discrimination Act ('95) as amended by the SENDA (2001) *“from September 2002, it will be unlawful for schools and LEAs to discriminate against disabled pupils in their admissions and exclusions, education and associated services1”*
- Schools and LEAs must:  
Not treat disabled pupils less favourably; and take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the ‘reasonable adjustment’ duty)
- That Local Education Authority and school governors have the duty to publish Accessibility Strategies and Plans

## **1. Aims of the plan**

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 disabled pupils can participate in the curriculum**  
This strand of the planning duty will help to improve access to a full, broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training. Schools will be expected to plan to improve access to the curriculum for all disabled pupils although many adjustments to access will be dependent on individual needs and may be provided through the SEND framework. The accessibility strategies and plans will help to ensure that schools are planning and preparing to respond to the particular needs of individual pupils.
- **Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided**  
This strand of the planning duty covers aids to improve the physical environment of the school and physical aids to access education. The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, floor coverings, signs and

furniture. Aids to physical access include ramps, handrails, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept key boards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils. In maintained schools the provision of a special piece of equipment or extra assistance will be made through the SEND framework and to a lesser extent through the planning duty which applies to all schools. The distinction between auxiliary aids and services provided through the SEND route and those provided under the planning duty is that the SEND duties relate to the individual, whereas the planning duty relates to the provision of aids or services in terms of the population (and future population) of the school. For example, a pupil with visual impairment might have low vision aids provided through the statement of SEND but the school might as a general measure provide blinds and adjustable lighting through the planning duty.

- **Improve the availability of accessible information to disabled pupils**

This part of the duty covers planning to make information normally provided by the school in writing to its pupils – such as handouts, timetables, textbooks, information about school events – available to disabled pupils. This will include alternative formats such as Braille, audio tape and large print and also the provision of information orally, through lip speaking or sign language, through a recognised symbol system or ICT. This information should also be made available within a reasonable time frame and take account of the pupils' disabilities and pupils' and parents' preferred format.

Our 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.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

## **2. 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### **3. Action in School**

At our nurturing and inclusive school we intend all of our pupils to make good progress, feel successful and achieve the goals we set for them and those they set for themselves. We support them in building resilience and recognising that starting points are not how we measure our success. In order to help pupils develop the characteristics of a successful learner, we celebrate effort, problem solving, resilience and teamwork, meaning that all children have equal access to be rewarded and to be celebrated.

In order to ensure equal access to all aspects of school life for all pupils, school will:

**1. Undertake a disability audit**

**2. As a result of the audit, we shall:**

- Write an action plan which includes targets
- Make the policy and targets known to all teaching and ancillary staff, pupils and parents
- Monitor the success of the plan
- Review the plan annually

### **Monitoring**

We will monitor:

- Admissions
- Attainment
- Attendance and Punctuality
- Exclusions
- Rewards
- Sanctions
- Extra-curricular activities
- Homework engagement
- Selection & recruitment of staff
- Governing body representation

Equality for disabled pupils is included as an explicit aim in all of the school's policies and is supported by the school's other policies including:

- Teaching for Learning
- Equal Opportunities Policy
- Good Behaviour Policy

- Gateshead Council's Admissions policy/ criteria
- School Improvement Plan
- School Asset Management Plan
- SEND policy

This policy will be reviewed every annually or in the light of changes to legal requirements.

Mrs R Walton  
November 2021

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#### **4. Accessibility Audit**

- Our school exists entirely on one floor with level access at the main entrance leading to a wide main door.
- Our on-site car parking for staff and visitors includes a dedicated disabled parking bay. Other entrances have wide doors fitted.
- The reception area features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users.
- The school has a hearing loop.
- There is a disabled toilet available near the main entrance to the building. This is fitted with a handrail and a pull emergency cord.
- Our Key Stage 2 toilets are fitted with handrails which can be moved according to the age and requirements of the pupils requiring support, or added to if we need them.
- The school has internal emergency signage and escape routes are clearly marked.

## 5. Action plan

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
Increase access to the curriculum for pupils with a disability	<p>Explain your school's approach here. Examples:</p> <ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum for all pupils</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum resources include some examples of people with disabilities</li> <li>• Diversity of all kinds, including of ability, are celebrated through assemblies and RSHE</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> <li>• The curriculum is reviewed to ensure it meets the needs of all pupils</li> </ul>	<p>1. To increase the representation of pupils with disabilities in our resources</p> <p>2.To increase uptake of our extra-curricular activities including music by SEND pupils</p> <p>3.Deepen staff understanding of strategies to support pupils with a variety of SEND needs.</p>	<p>1.Work with Diversity advocate in school to source books and other resources in which there are characters and images of people with differing abilities.</p> <p>2.Identify SEND pupils who do not access extra-curricular clubs and discuss with parents ways to support.</p> <p>2. Offer experience days which are accessible to all pupils to encourage increased engagement with physical activity.</p> <p>3. Work with SENDco to access training for staff.</p>	<p>1.Head teacher and diversity advocate</p> <p>2. Head Teacher and SENDco</p> <p>2. Head Teacher and PE lead</p> <p>3. SENDco</p>	<p>Summer 2022</p> <p>Summer 2022</p> <p>Summer 2022</p> <p>Summer 2022</p>	<p>Increased representation of disability in resources</p> <p>Increased uptake of extra-curricular activity</p> <p>Improved provision for pupils who have SEND.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils and other stakeholders as required. This includes:</p> <ul style="list-style-type: none"> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Playground is mostly level and parts that are not (stage and shelter) are accessible by ramp</li> </ul>	Make access to reception easier for wheelchair users	<p>Move door buzzer to Reception to a more accessible height and ensure it is accessible to people with sensory disabilities</p> <p>Add signage to indicate disabled entrance</p>	<p>Head Teacher, SBM, Caretaker</p> <p>Head Teacher, SBM, Caretaker</p>	<p>Summer 2022</p> <p>Summer 2022</p>	Access easier for wheelchair users.
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Induction loops</li> <li>• Pictorial or symbolic representations</li> </ul>	Ensure all stakeholders can access correspondence	Review methods of correspondence and explore alternative formats	Head Teacher, SBM	Summer 2022	All stakeholders can access correspondence from school