



The Whitchurch Church of England Federation

Accessibility Plan 2020-2023

ACCESSIBILITY PLAN

September 2021 –September 2022 (Reviewed annually.)

At The Whitchurch Church of England Federation (Whitchurch CE Infant and Nursery Academy and Whitchurch CE Junior Academy) we are aware that we have a general duty under the Equality Act 2010 to provide a fully accessible environment to all. With this in mind, this accessibility plan has been drawn up and will advise other school planning documents. The accessibility plan will be reported on annually in respect of progress and outcomes and provides a projected plan for the next three years.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs. Furthermore, we are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The accessibility plan aims to improve the accessibility of provision for all pupils, staff and visitors to the Federation in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The accessibility plan will contain relevant actions to:

- Improve access to the physical environment of each Academy building, adding specialist facilities as necessary. This covers improvements to the physical environment of the Academies and physical aids to access education.
- 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 able-bodied pupils. This covers teaching and learning and the wider curriculum of the Federation such as participation in after-school clubs, leisure and cultural activities or educational visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- 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 Federation/ Academies and Federation / Academy events. The information should be made available in various preferred formats (e.g. dyslexia friendly formats) within a reasonable time frame.

| Possible Accessibility Issue | Current Position / Action | Timescale | Responsibility | Success Criteria |
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| Improve access to the Curriculum | | | | |
| Pupil Attainment | <ul style="list-style-type: none"> Analysis of data is undertaken to ensure progress of all groups is being made. | Termly (three uploads per year) | Principal (WIA) Principal (WJA) Vice Principals (WIA/WJA) SENDCo Phase Leaders Subject leaders | All groups make at least expected levels of progress |
| Inclusive high-quality teaching | <ul style="list-style-type: none"> All teachers provide inclusive high-quality teaching and provide reasonable adjustments to meet the needs of all pupils in the classroom | Weekly planning | All class teachers | Reasonable adjustments made to support identified barriers to learning Pupils make progress from their individual starting points. Increased pupil participation |
| Classroom organisation | <ul style="list-style-type: none"> All lessons to start on time Pupils have access to pre-prepared resources (consistent throughout the Federation to support their learning and increase access to the curriculum e.g. visual timetables; colour exercise books and paper.) | Daily | All class teachers and support staff as directed by teachers | Monitoring confirms lessons are timely, organised and resourced. |
| Meeting the needs of pupils with identified special educational | <ul style="list-style-type: none"> An Annual Inclusion Action Plan will be produced and reviewed regularly during the academic year. | Inclusion Action Plan | All class teachers SENDCo | Inclusion Action Plan in place and subject to regular monitoring. Differentiation evident |

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| needs and/or disabilities | <ul style="list-style-type: none"> • Inclusive high-quality teaching/ appropriate differentiation • Regular staff training | On-going tracking of data | | SENDCo support inclusion of children. Teachers and support staff will be aware of strategies to improve children's access to the curriculum and remove barriers to success |
| Pupils with English as an additional language | <ul style="list-style-type: none"> • Differentiated support as appropriate. • All staff to receive CPD to support transition of children with EAL into the Federation • An accurate baseline is carried out for children with EAL on entry, with progress carefully monitored and tracked. | Termly | All class teachers SENDCo EAL Leads. | EAL group make at least expected levels of progress Raised confidence in supporting needs of EAL children across all staff |
| Resources | <ul style="list-style-type: none"> • Provision of appropriate resources to support pupils with access to the curriculum, for example, use of visual timetables, now and next cards and other scaffolding materials • Use of audio / hearing equipment where appropriate. • Regular liaison with external agencies (e.g. Education Access and Inclusion; Educational Psychologist; Reach for Inclusion; Woodlands Outreach; Physiotherapy; | On-going according to identified pupil needs | All class teachers SENDCo | Use of scaffolding/ aids and resources as advised by external agencies evident throughout the Federation. |

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| | School Nurse; SIS; Occupational therapy) | | | |
| Curriculum Access | <ul style="list-style-type: none"> All pupils access the full curriculum. To ensure this, adults are used to support targeted pupils, resources are provided as required. Support is provided for visits outside the classroom. | On-going according to identified pupil needs. | All staff SENDCo Vice Principals | All children have access to the curriculum and learning outside the classroom All curriculum policies reference Inclusion policy/include inclusion statement as they are reviewed. |
| Improve access to the physical environment: Whitchurch CE Infant & Nursery Academy | | | | |
| Building Design / Layout | <ul style="list-style-type: none"> Access to the Academy is provided through the main entrance, Foundation Stage classrooms and Key Stage 1 classrooms. Access issues to external classroom doors to playground – Nursery entrance and exit has a ramp, entrance and exit to Class 4(Reception) has a ramp, and the entrance to KS1 Classes 11 and 12 have a ramp. Therefore, there is an available ramp for each year group. | Daily basis as required | Principal(WIA) Principal (WJA) Senior Admin & Finance Officer SBMAT Premises Improvement Officer | The Academy is aware of access needs of all pupils, staff, governors, parents/carers and visitors All stakeholders feel confident their needs are met Buildings are usable by all |

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| | <ul style="list-style-type: none"> • Access to staffroom/PPA room by staff with mobility / disability is via ground floor entrance. • Disabled toilet is accessible at all times. • Environmental access audit and subsequent actions. | | | |
| Improve access to the physical environment: Whitchurch CE Junior Academy | | | | |
| Building Design / Layout | <ul style="list-style-type: none"> • The access to the Academy for pupils is provided through a level main entrance to Y3/4 base accessible from Salisbury Road. • The main entrance used by some pupils, staff and visitors has two external steps to access the lobby then level access into school. A hand hold is fixed outside to aid climbing the steps. • A ramp at the side of the Academy building provides wheelchair access with some assistance to open a gate and door, then level access to the main building. • Staff may also use an entrance /exit which has two external steps. • The Y5 base is a demountable with two sets of steps and a wheelchair accessible ramp. There is level access around | Daily basis as required | Principal(WIA) Principal (WJA) Business Operations Manager SBMAT Premises Improvement Officer | <p>The Academy is aware of access needs of all pupils, staff, governors, parents/carers and visitors</p> <p>All stakeholders feel confident their needs are met</p> <p>Buildings are usable by all</p> |

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| | <p>the classrooms once inside the building. (Fire exits from 1 classroom is via steps.)</p> <ul style="list-style-type: none">• Inside the main building, there is level access, with an internal ramp up/ down to the Y3/4 classrooms and stairs to the Year 6 classrooms.• A lift allows access to the Year 6 classrooms on the first floor.• An evac chair is located in both 1st floor stairwells to aid emergency exit. Currently three members of staff are trained to use the Evac Chair.• At the rear of the building there are two doors on to the playground, with external steps. The alternative route is to use the level exit via the internal ramp by the Year 3/4 base.• The Year 3 / 4 base classrooms all have fire exits with level access or ramped access to the assembly points.• One disabled car parking space is located in the car park, nearest to the building. A remote control is available for staff who need it to open the car park barrier, rather than getting out of the car. | | | |
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| | <ul style="list-style-type: none"> • There are two unisex disabled accessible toilets – one is located in the main building near reception and the second in the Y5 block. • There is a disabled toilet cubicle in the boys' toilet in the main building. • Externally there is no access for wheelchair users to the tennis courts from the school grounds, as there is a level change with steps. It is possible to access the tennis courts by walking around to the Station Road entrance. • The kitchen has steps up to the deliveries entrance and level access to the rest of the Academy building. • Environmental access audit and subsequent actions. | | | |
| Fire Evacuation Procedures | <ul style="list-style-type: none"> • Develop a system to ensure all staff are aware of their responsibilities • Individual plans to be put in place for all pupils / staff with difficulties. Plan to be produced for individual children and reviewed annually. (PEEPS) • Egress routes visual check | On-going and as required / appropriate | Principal(WIA) Principal (WJA) SENDCo SEN Assistant Senior Administration and Finance Officer Business Operations Manager. | All staff, pupils, visitors able to have safe independent egress |

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| | | Weekly by caretaker / site manager | | |
| Improve the delivery of written information | | | | |
| Information for parents/carers | <ul style="list-style-type: none"> • Provide information and letters in clear font • Parents/carers can ask for adaptations to enable access to Academy information e.g. coloured paper • Academy Office staff will support and help parents to access information and complete forms • Family Support Officer also to support parents access this information as appropriate | On-going | IT Support Administration Officer Principal(WIA) Principal (WJA) Vice Principals (WIA/WJA) SENDCo | All parents receive information in a form they can access |
| Provision for EAL pupils / families | <ul style="list-style-type: none"> • Languages other than English to be visible across the Federation • Access to translators to be considered and offered if possible • Information to be translated if request received • Translation tool available on website | Annually As required | Class teachers Academy Admin Offices | All parents / pupils feel supported, valued and included |