



Whitehall Junior School Accessibility Plan 2022-2025

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1. Aims

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in relation to Disability, of the Equality Act 2010. Our school's Governing Board is accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010, a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

At Whitehall Junior School, we ensure that we follow the Equality Act 2010 and ensure protection against discrimination, harassment and victimisation (direct or indirect) for everyone under the nine characteristics: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity.

The Accessibility Plan will be published on the school website.

Definition of special educational needs In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision. The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or

- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Our Special Educational Needs Policy and Information Report outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND). This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

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.

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

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 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.

Whitehall Junior School Accessibility Plan

Improving the physical access

TARGET	STRATEGIES	TIMESCALE	WHAT WILL SUCCESS LOOK LIKE?
To be aware of the access needs of disabled children, staff, Governors and parents/ carers	<ul style="list-style-type: none"> • Ensure the school staff & Governors are aware of access issues ('access' meaning 'access to' and 'access from') • Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process • Ensure staff and Governors can access areas of school used for meetings • Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school • Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired • Communication in print around school to help children's understanding and visual recognition. 	As required	<ul style="list-style-type: none"> • SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs. • All staff & Governors are confident that their needs are met. • Continuously monitored to ensure any new needs arising are met. • Parents have full access to all areas of school • PEEPs are prepared and reviewed as individual needs change

TARGET	STRATEGIES	TIMESCALE	WHAT WILL SUCCESS LOOK LIKE?
Maintain safety for visually impaired people	<ul style="list-style-type: none"> ● Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges ● Check exterior lighting is working on a regular basis ● Put black/ yellow hazard tape on poles at end of play equipment to help visually impaired children, if appropriate ● Investigate the possible installation of flashing beacons that signal fire alarm activation regularly 	Annually, and as new children join the school throughout the year	<ul style="list-style-type: none"> ● Visually impaired people feel safe in school grounds. ● Yellow edges and flashing beacons to be monitored as needed throughout the school year upon installation.
Designated table to slow eaters in lunch hall	<ul style="list-style-type: none"> ● Ensure children who need longer to eat lunch have more time to eat 	Daily	<ul style="list-style-type: none"> ● All children can access adequate time for lunch
Ensure there are enough fire exits around school that are suitable for people with a disability	<ul style="list-style-type: none"> ● Daily health and safety checks of the school and its surroundings. ● Ensure staff are aware of need to keep fire exits clear 	Daily	<ul style="list-style-type: none"> ● All disabled personnel and pupils have safe exits from school.
Whole School Evacuation	<ul style="list-style-type: none"> ● Ensure all children with physical disabilities can be safely evacuated from building in the event of an emergency (ensure all staff are aware of their responsibilities). ● Children to have PEEPs, if needed. 	Annually, and as new children join the school throughout the year	<ul style="list-style-type: none"> ● All physically disabled persons can be safely evacuated

TARGET	STRATEGIES	TIMESCALE	WHAT WILL SUCCESS LOOK LIKE?
Accessible car parking	<ul style="list-style-type: none"> Disabled members of staff and visitors have a place to park in the staff car park near the main entrance to the building. The green gates in the car park can be opened to allow people with mobility issues/ wheelchairs to access the main school building, either via the ramp to the white door or by gaining direct access to the Office area. 	Ongoing	<ul style="list-style-type: none"> There is a place for disabled members of staff and visitors to park throughout the school day.

Improving the curriculum access

Access to learning/ in class provision	<ul style="list-style-type: none"> Review SEND children's access to curriculum within class sessions. Observations to be carried out within class to ensure children can access sessions and have access to equipment and adapted resources where needed. Ongoing monitoring from SENDCo Liaise with external professionals, e.g. SALT/OT/EP to incorporate strategies and support within classrooms and around school with children who require specific equipment and adaptations. 	Ongoing	<ul style="list-style-type: none"> All pupils have equal access to a broad and balanced curriculum
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TARGET	STRATEGIES	TIMESCALE	WHAT WILL SUCCESS LOOK LIKE?
All school visits and trips need to be accessible to all pupils	<ul style="list-style-type: none"> • Risk assessments to ensure that all children including children with physical disabilities can access trips. • Ensure venues and means of transport are vetted for suitability • Ensure staff are fully briefed with regards to children with SEND 	Ongoing	<ul style="list-style-type: none"> • All pupils are able to access all school trips and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all pupils	<ul style="list-style-type: none"> • Review PE curriculum to include disability sports 	Annually	<ul style="list-style-type: none"> • All pupils have access to PE and are able to excel, for example via support from an adult
Ensure disabled children can take part equally in whole school events, lunchtime and after school activities	<ul style="list-style-type: none"> • Ensure whole-school events can be adapted to include all children • Discuss with staff who run out of school clubs, and people running other clubs after school. Support would need to be available – especially after school • Ensure that there is a way of getting children with mobility issues/ wheelchairs to the Hillingdon Leisure Centre, where Year 5 swimming usually takes place as they will not be able to access the coach 	As required	<ul style="list-style-type: none"> • Disabled children feel able to participate equally in out of school activities.
Ensure all staff have specific training on disability issues, focusing more closely on understanding hidden disabilities	<ul style="list-style-type: none"> • Identify training needs at regular meetings • SENDCo, together with our school's private Ed Psychologist to lead training on adapting practice to best meet needs of those with hidden disabilities. 	Ongoing	<ul style="list-style-type: none"> • Raised confidence of support staff

TARGET	STRATEGIES	TIMESCALE	WHAT WILL SUCCESS LOOK LIKE?
Communication with Parents	<ul style="list-style-type: none"> • Ensure parents have access to our SEND provision/SEND school offer currently on the school website. • Ensure parents meet and can contact SENDCo at any time. • Parents meet regularly with SENDCo to access further support and advice. • Ensure that the annual report to parents of SEND is accessible and informative for parents. 	Ongoing	<ul style="list-style-type: none"> • Parent/school communication is strong • Parents confidently contact SENDCo for support and advice.
Pupil Voice	<ul style="list-style-type: none"> • Children are given opportunities to share their concerns, their views and their ideas. • Adaptations are made as needed. 		<ul style="list-style-type: none"> • Child's voice is heard and acted upon

4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by the Pupils' Committee and Headteacher. It will be approved by the Full Governing Board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and Safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special Educational Needs and Disability (SEND) information report
- SEND policy
- Supporting pupils with medical conditions policy