



Accessibility Plan

Approved by the Board of Directors: October 2016

Approved and Updated by the Safeguarding Committee: September 2017

Effective from: September 2016 – 3 yearly review cycle

Review Date: September 2023

Next Review Date: September 2026



At the Heathland Whitefriars Federation our core Values, underpin every aspect of school life.

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1. Rationale



Article 29: Your right to be the best you can be

At the Heathland Whitefriars Federation, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith, religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

Under the Equality Act 2010, schools are required to have an accessibility plan. Our school is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. 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.

2. Definition of disability

Article 23: Your right to special care and support if you are disabled

The Disability Discrimination Act 2005 (DDA) and the Equality Act 2010, defines a disabled person as someone who has ‘a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities’.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities;
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is “clinically well-recognised”, although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out 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.

3. Legal duties

- 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.
- 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.

The Disability Discrimination Act (DDA) 2005 and the Equality Act 2010, placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

3a. Reasonable Adjustments and Accessibility Plans (Schedule 10)

Schools are required to:

Take reasonable steps to avoid disadvantage caused by a provision, criteria or practice or a physical feature that puts a disabled person at a substantial disadvantage compared to a non-disabled person. This involves removing or avoiding a physical feature, for example steps and lifts.

- Take reasonable steps to provide auxiliary aids/services.

- Provide information in an accessible format.
- Develop and implement (by allocating appropriate resources) Accessibility Plans which will :
 1. Increase disabled pupils' access to the school curriculum
 2. Improve the physical environment
 3. Improve provision of information.

The duty is an anticipatory and continuing one that schools owe to disabled pupils generally, regardless of whether the school knows that a particular pupil is disabled or whether the school currently has disabled pupils. The federation will need to plan ahead for the reasonable adjustments that it may need to make, working with the relevant admissions authority as appropriate. As stated above it is our duty to carry out accessibility planning for pupils with a disability. These are the same duties as previously existed under the Disability Discrimination Act (DDA) and which have been replicated in the Equality Act 2010:

- To promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- To prepare and publish a Disability Equality Scheme to show how they will meet these duties.
- In accordance with the Equality Act (2010) the plan focuses on three 'key areas':
- Increase the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. An action plan is attached below showing the priorities identified for action along with how they are to be addressed within a given timeframe. A success criterion has been set so progress and outcomes can be measured.

4. Aims

The Heathland Whitefriars Federation are committed to establishing equality for all pupils, their parents, staff and other users of the school. In drawing up this Accessibility Plan the school set the following priorities:

- To provide safe access throughout the school for all school users
- To ensure that the learning and teaching environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the federation will achieve these aims

4a. Heathland Whitefriars Accessibility Plan 2023 – 2026

Aim	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Date action completed	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Develop Inclusive quality first teaching</p>	<p>Continued input in the form of training and feedback on how to differentiate and personalise the curriculum for pupils with additional needs</p>	<p>SLT/Inclusion Team</p>	<p>July 2024 SDP</p>		<p>Increased access of the curriculum reflected in pupil progress. Observations and outcomes show that all learners make progress within all lessons.</p>
	<p>Develop as a 'Attachment Aware' School HL?</p>	<p>Work in partnership with Place2Be to train staff and provide opportunities for feedback and review of the approach. Role of Attachment 'Champions' to be developed.</p>	<p>Inclusion team</p>	<p>July 2024 SDP</p>		<p>All staff have a deeper knowledge and understanding of how attachment effects pupils within the classroom and are able to use strategies to improve pupils access to the curriculum. Attachment champions in place and able to support staff and pupils.</p>
	<p>Develop the use of specialized equipment to support learning</p>	<p>Develop and share a reasonable adjustment request for teachers. Review the needs of pupils in each class to ensure appropriate resources are provided and work collaboratively with any external services to provide necessary amendments.</p>	<p>Inclusion team and class teachers (Site team if necessary)</p>	<p>Ongoing</p>		<p>Increased access to the curriculum, the needs of all learners accessed and reasonable adjustments made and recorded.</p>

<p>Improve and maintain access to the physical environment</p>	<p>Ensure the disabled parking access and spaces are always available</p>	<p>Continuously monitor the use of disabled parking bays and communicate to staff, parents and visitors the appropriate use</p>	<p>Site Team</p>	<p>Ongoing</p>		<p>Disabled badge holders are always able to access a disabled parking bay when required. Actions in place for users who do not use the bays appropriately.</p>
	<p>Maintain safe access around interior and exterior of school</p>	<p>Regularly check the access areas inside and outside of school. Ensure pathways, entrances and exits are kept clear. Hazards dealt with quickly and efficiently</p>	<p>Site Team</p>	<p>Ongoing</p>		<p>All pupils, staff and parents able to move unhindered along pathways, stairways and around the site.</p>
	<p>Improvements to aid those with visual impairment</p>	<p>Maintenance and improvements to key areas such as steps, manhole covers or hazardous features to be highlighted in yellow, non-slip paint</p>	<p>Site Team</p>	<p>Ongoing</p>	<p>Updates as required</p>	<p>Hazards are highlighted to increase safety for all visitors including those with physical disabilities. All areas are maintained and monitored on a regular basis.</p>
<p>Improve the delivery of written information to pupils</p>	<p>Improve the availability of written material in alternative formats</p>	<p>Communicate and make all staff and parents aware of services available for requesting information in alternative formats. Research contact details and cost of translation/adaption resources.</p>	<p>Inclusion Team</p>	<p>July 2024</p>		<p>Written information available in alternative formats and languages on request. All admin staff know how to access and share the alternative formats.</p>
	<p>Implement the use of coloured backgrounds/texts to support those with visual disturbance</p>	<p>Share advice from British Dyslexia to adapt font and background colour. Inform staff in Inset session. Monitor use.</p>	<p>Inclusion Team</p>	<p>April 2024</p>		<p>Increased access to teaching materials and the curriculum for pupils. Needs of learners with a visual disturbance considered and provided for</p>

	Provide resources to support those with hearing loss	Obtain quotes and identify possible funding for fitting of a hearing loop in school reception areas.	Inclusion Team	Sept 2017	Completed, updates for individuals as required	Communication of important day to day information improved for parents, pupils and visitors with a hearing impairment
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This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:

- Equality Policy
- Special Educational Needs Policy
- Equal Opportunities
- Special Educational Needs & Disabilities (SEND) Local Offer and School Offer
- Safeguarding Policy
- Health & Safety policy

5. Review of progress and impact

We have a rolling programme for reviewing our school policies and their impact. This policy will be reviewed annually by the Safeguarding Committee. We continue to make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps. The plan is to be reviewed and updated at least every three years.

Appendix 1 : Access audit (To be completed by auditors)

Feature <i>For example:</i>	Description	Actions to be taken	Person responsible	Date to complete actions by	Date action completed
Number of storeys					
Corridor access					
Lifts					
Parking bays					
Entrances					
Ramps					
Toilets					
Reception area					
Internal signage					
Emergency escape routes					