Whitemoor Academy

Accessibility Plan 2024-2025

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils with a disability can take full advantage of their education and associated opportunities.

Definition of disability

A person has 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.

Key Aims

To ensure pupils with a disability have total access to our setting's environment, curriculum and information and full participation in the school community.

Principles

- Compliance with the Equality Act is consistent with our setting's Equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
  - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
  - Not to treat disabled pupils less favourably
  - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
  - To publish an accessibility plan
- In performing their duties Hub Councillors have regard to the Equality Act 2010
- Our setting
  - recognises and values the young person's knowledge/parents' knowledge of their child's disability

- o recognises the effect their disability has on his/her ability to carry out activities,
  - o respects the parents' and child's right to confidentiality
- Our setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Increasing Access for disabled pupils to the school curriculum

- Our school curriculum is designed in an inclusive manner where-by all pupils can access the learning at their own level.
- All school excursions are planned with individual needs in mind and support is put in place to ensure all pupil are able to access
- Where challenges are identified, support from relevant agencies are sought in order to adapt the curriculum or premises as required.

Improving access to the physical environment of the school

- Support from external agencies and the Aspire premises team support to ensure the physical environment matches the needs of the pupils, where possible.

Improving the delivery of written information to disabled pupils

- Support from relevant agencies will advise as to the most appropriate methods to support our pupils, on a case by case basis.
- Letters for parents are available online and also emailed out to them directly. Paper copies are available on request. Social media is used to communicate key information also. If we become aware that parents may not be accessing the information readily, verbal communication is used effectively.

Financial Planning and control

The Head of School and SLT will review the financial implications of the accessibility plan as part of the normal budget review process.

Accessibility Action Plan

1. Compliance with the Equality Act					
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**
N/A					

2. Access to the physical environment - statutory					
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**
Section 2.8. Are all classrooms adapted to ensure access for all areas?	Ensure that all classrooms are kept clutter free and half termly clearances happen to reduce items collected over the term.	All staff	Long term	Ongoing	

3. Ensuring inclusion in the school community					
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**
Ensure parents are able to access teachers and other staff members when they need to speak to someone.	Ensure all parents and staff are clear on the system: Parents phone the school to book an appropriate time when the staff member can phone them. Emails between staff and home are shared via the secretary's email.	All staff	Medium	Ongoing	

4. Access to the curriculum - statutory

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
4.2 Do staff have regular and updated training re: additional need sand how the needs can be met?	Continue to arrange training courses and INSET CPD based on current requirements.	SLT	Long term	Ongoing	
4.13 Do pupils/students with SEND have access to appropriate information technology?	Ensure pupils have full access to the materials they require to support their learning. Provide tablets/ chromebooks and other adjustments for pupils with SEND.	SLT	Medium term	Ongoing	

5. Access to information, advice and guidance

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
5.5 Have you developed communication channels and review processes that enable two-way information sharing with families?	Ensure reports are disseminated appropriately with families and key staff members. Actions taken in light of advice from professionals.	HoS SENDCo	Long term	Ongoing	