

Whitechapel Primary School Accessibility Plan 2024-2027



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1A. Statement of Intent

Under the Equality Act 2010 schools should have an Accessibility Plan. 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) they have a physical or mental impairment, and
- (b) the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

At Whitechapel Primary School, we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

In planning and teaching the Early Years Foundation Stage Curriculum and the National Curriculum, teachers ensure they have due regard for the setting of suitable and challenging learning objectives, respond to pupils' diverse needs and aim to overcome potential barriers to learning and assessment for all pupils.

1B. Information from pupil data and school audit

The school currently has approximately 5% of pupils on the SEND register with varied needs. The Special Educational Needs of the pupils include a range of language difficulties including speech and language difficulties, visual and hearing impairment, social and emotional difficulties, medical needs such as severe allergies and neurological disorders e.g. epilepsy.

- The school is a single storey building with wide corridors and several access points from outside.
- The main entrance and the EYFS classroom door have ramped access and both are accessible to wheelchair users. The rear cloakroom exit has a stepped area outside, highlighted with yellow paint. Due to the size of the building, the main entrance access is easily accessible for all classrooms.

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- Internal doors are wheelchair accessible, and a disabled toilet is available. This is fitted with a handrail.
- The school has internal emergency signage and escape routes are clearly marked.
- Main parking for parents is on the Village Hall car park behind school. However, the use of the layby car park with ready access to the main entrance of the school could be facilitated if required.
- School gates are open between 8:45am-9:15am and 15:15-15:45 during the school day to allow parents access to the building. Access outside these hours is with the use of a fob key and the CCTV system.
- Most play and outdoor learning areas are fenced off from the car park and road and all pupils are supervised when crossing the carpark between the outdoor learning areas.
- Emergency and evacuation procedures are accessible to all at present. Alarms are auditory and the assembly point is on the playground in the first instance moving to the MUGA if required.
- Space for quiet work and small group work is very limited. Pupils can work in the staff room and the Village Hall.
- Furniture and equipment are selected as standard, age related as appropriate.
- All pupils are encouraged to take part in the full curriculum. Pupils with disabilities are included in dramatic productions, music, PE, after school clubs and class sharing assemblies.
- School visits, including residential visits, are made accessible to all children irrespective of attainment or impairment.
- Teachers and teaching assistants attend SEND courses as appropriate to support specific needs. Teachers work closely with TAs to address pupils' individual targets as specified on their SEND support plans. Staff liaise with specialist and support services.
- Lessons provide opportunities for all to succeed through inclusive, differentiated plans and the adoption of a variety of teaching styles and strategies.
- Access to information within the classroom is enabled through the use of visual timetables and visual labelling of equipment and resources. Children with visual and specific reading difficulties who have trouble reading or copying from the board are given printed copies of texts, or information is written down for them. Coloured overlays and different coloured paper is used where this has been identified as being effective for a specific child.
- We have a clear policy on the administration of medicines, with staff trained to administer specific medication. There is a register of children with medical needs and Health Care Plans, Personal Risk Assessments and Intimate Care Plans where appropriate.
- Photographs of children with specific medical needs or allergies are displayed in the staff room and kitchen. Information relating to these children is also passed on to lunch-time supervisors and included in registers in order to inform visiting teachers.
- Essential recovery medication and inhalers are always taken on visits/trips out of school. Staff are trained in first aid and the use of specific medication always accompany trips.

1C. Views of those consulted during the development of the plan

- The views of parents, pupils, school staff and governors have been respected during the writing of this plan. Through feedback received at parent consultations and SEN reviews we are confident that the comments and recommendations of all

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stakeholders have been considered and wherever possible included into the action plan. We are certain that the school adopts a curriculum to meet the needs of disabled pupils.

- Ongoing monitoring and consultation with external agencies enable us to identify where changes might be needed and adapt accordingly.
- The review process takes account of the view of the child when planning for their support.

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Equality & Inclusion				
Targets	Strategies	Timeframe	Outcome	Goals Achieved
Continued target: To ensure all policies, where necessary, consider the implications of disability access.	During natural review of policies, consider and include measures to address disability access.	On-going	Policies are fully inclusive of issues related to disability and reflect current legislation.	
Continued target: To encourage effective playtimes for those children with social and emotional needs.	Welfare staff to actively engage and encourage collaborative play with identified children at lunch and playtimes.	As required	Children with social and emotional needs participate in active and fulfilling play with their peers.	September 2025 Staff are actively encouraging play. Use of the silver book and secretly famous is promoting inclusivity.
New target: To ensure all day and residential trips are accessible to current cohort	Effective communication with parents and children to highlight and areas that need addressing to enable participation. Suitable risk assessments to be in place.	As required	All children can access day and residential trips without concern.	September 2025 Meetings to take place with specific families to enable access to residential trips for SEN children.
New target: To facilitate a smooth transition from KS2 to KS3 for children with SEND	Facilitate pupil transition days. SENCO to visit local high schools prior to transition. Support Plans created specifically for transition.	As required	New school, Parents and children are prepared for the transition to high school.	September 2025 Relevant schools were contacting and information provided. SENCO liased with LA during the summer holidays to assist in the EHCP process for a children entering year 7.

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Improving Curricular Access				
Targets	Strategies	Timeframe	Outcome	Goals Achieved
Continued target: To ensure each aspect of the curriculum is reviewed and always accessible.	Subject leaders ensure they have considered needs of the children.	Annual subject review	All children have access to learning provision.	September 2025 All children have access to the curriculum at an appropriate level. SENCO is looking at the EQUALS curriculum for SEN children and how to implement it across school.
Continued target: To ensure staff receive relevant training to support children accessing the curriculum.	Provide relevant training for staff to support the learners in their care.	Annually	Pupils with SEND can access lessons with support from school staff.	
Continued target: To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed. e.g. special pencil grips, foot rests, communication aids etc.	Review as part of IEP/SEN Support Plan reviews.	All children will be able to work as independently as is possible.	September 2025 Relevant equipment purchased for a child in Year 5 to create a work area. On-going purchases being made to support learning in all classes e.g. therabands for chairs, fidget toys.
New target: To ensure appropriate use of intervention for high impact and success	SENCO to work with intervention TA to create a timetable. SENCO/teachers/head to identify pupils in need of support and prioritise appropriately.	On-going	Intervention will be effective with children making expected or accelerated progress.	September 2025 Interventions are tracked on intervention overviews for each year group. Moving forward in the new academic year, SENCO will be present at pupil progress meetings.

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Continued target: To ensure children with additional needs can take part equally in lunchtime and after school activities, as necessary.	Discuss with colleagues running clubs, individual needs. School to ensure that support is provided for these pupils when required.	As required	Children with additional needs participate equally in out of school/ lunchtime activities.	September 2025 Children on the SEN register have been signposted to specific events run by other schools. Children on the SEN register have participated in an inclusive mini-skills event hosted at Whitechapel. Lunchtime and breaktime supervisors are aware of vulnerable children and assist where necessary.
New target: To provide training for staff to enable a trauma informed workforce.	Staff to attend INSET training focusing upon becoming a trauma informed workforce. Staff to attend Twilight upon emotional coaching	Autumn 2024	Staff are able to support children who struggle to manage their emotions/behaviour more effectively.	October 2024 All staff trained in trauma informed.
Improving Physical Access				
Targets	Strategies	Timeframe	Outcome	Goals Achieved
Continued target: All staff are aware of any access needs of staff, children, parents or visitors.	Audit of physical environment and potential barriers for new visitors to site.	On going	School is aware of accessibility barriers to its physical environment will make a plan to address them if needed.	
Continued target: As pupils with disabilities/SEN move to different classrooms, ensure that an environmental audit is carried out to access any physical improvements which need to be made to the classroom.	HT & SENCO, Teachers & TAs will assess each classroom suitability for pupils with SEN/disabilities.	Summer term annually	Ongoing modifications will be made to the classroom ready for the new academic year.	September Workstation set up for a child. Therabands and fidget toys given out where necessary.

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Improving Delivery of Written Information				
Targets	Strategies	Timeframe	Outcome	Goals Achieved
Continued target: Ensure we ask all staff/ children/parents/carers to indicate access needs when joining the school.	Ask at 1:1 meetings with prospective parents. Ensure this is covered during recruitment process.	On-going	All who are a part of the school will feel welcomed and valued.	
Continued target: To provide written communication in various formats.	Make parents and visitors aware that our information can be sent via email, text, website and that formats and fonts can be changed. Larger print copies will be made available.	On-going	All connected with school will have access to the necessary information.	
Continued target: Review procedures for disseminating information to parents to ensure it is accessible and effective.	Audit of information and delivery procedures SENCO	Annually	School is aware of accessibility gaps to its information delivery procedures.	

Shared with Governors October 2024