



## Equality & Accessibility Strategy & Plan

We now participate in the RRSA which promotes the rights of the child as laid down by UNICEF Convention of Rights of the Child (CRC). As participants in this scheme we:

- Ensure that coverage of any relevant UNICEF Articles is undertaken.
- Listen to the views of the children in our school regarding equality, diversion and cohesion if required.

•

UNCRC Article 28: All children have the right to an education.  
Policy and practice in Whinfield Primary School respects children's dignity.

Approved by: Curriculum & Finance Committee's

Date: June 2018



## Accessibility Action Plan 2018 - 2021

**Name and address of school:**

Whinfield Primary School  
Augusta Close  
Darlington  
DL1 3HT

**Head Teacher:**

Shirley Welsh

### **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/students 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 increase and eventually ensure for pupils/students with a disability that they have:

- total access to our school's environment, curriculum and information and full participation in the school community

### **Principles**

- Compliance with the Equality Act is consistent with the Local Authority's aims and equality and diversity 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 governors have regard to the Equality Act 2010
- Our school
  - recognises and values the young person's knowledge/parents' knowledge of their child's disability
  - recognises the effect their disability has on his/her ability to carry out activities,
  - respects the parents' and child's right to confidentiality
- The school provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.
- This Accessibility Plan and SEN Information Report will be linked to the Darlington Local Offer and be available as part of the school Local Offer.

### **Our Actions**

As a school our priorities are, as set out according to the requirements of the Equality Act 2010:

Increasing Access for disabled pupils to the school curriculum

- *This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.*

Improving access to the physical environment of the school

- *This includes improvements to the physical environment of the school and physical aids to access education.*

Improving the delivery of written information to disabled pupils

- *This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame.*

We are a Rights Respecting School and have been awarded the RRSA Level 1. This means that we will endeavour to promote the rights of the child as laid down by UNICEF Convention of Rights of the Child (CRC). As participants in this scheme we:

Ensure that coverage of any relevant UNICEF Articles is undertaken.

Listen to the views of the children in our school regarding equality, diversion and cohesion if required.

UNCRC Article 28: All children have the right to an education.

Policy and practice in Whinfield Primary School respects children's dignity.

#### **Financial Planning and control**

- The Head Teacher, Senior Leadership Team and the Finance Committee will review the financial implications of the Accessibility Plan as part of the normal budget review process.

## **Accessibility Action Plan**

## Compliance with the Equality Act

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
All school staff are made aware of the Equality Act	Staff induction Staff training Regular briefings Access to up to date policies	School Manager SENCO /HT SENCO /HT School Manager	Annual	July 2019	All training and actions will be reviewed in response to new guidance emerging
School takes steps to ensure disadvantaged and/or disabled pupils are not treated less favourably.	Individual resources & books Newsletters Visits available to all children Dedicated SENCO One Plans Advice & equipment for specific needs Training	All staff	Annual	July 2018	School evaluates each new cohort during the summer term to anticipate additional requirements
School sees pupils as individuals first and their disability second.	Staff training EHC Plans / One Plans / Care Plans Dedicated SENCO Specialist Equipment & Advice Safeguarding policies and procedures	All Staff / SENCO	Annual	July 2018	School evaluates each new cohort during the summer term to anticipate additional requirements
School operates inclusive whole school policies, processes and practises.	Review of policies on 3 year cycle SEN Action Plan Accessibility Action Plan	SLT SENCO School Manager / SENCO	1 - 3 year cycle or in response to any changes in CYP needs	July 2021	

## Access to the physical environment - statutory

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
<b>School identifies creative solutions to ensure inclusion</b>	Moving PE / performances to KS2 hall Using external access Creation of nurture room Buying Specialist Equipment such as pencil grips, writing slopes Staff training	All Staff	3 year or in response to any changes in CYP needs	July 2018	
<b>Pathways and parking are maintained for access</b>	Access to the main school entrance is challenging as not near a road / parking. The carpark is locked during the day but arrangements can be made for access by telephoning the school office. School adapts wherever practicable to accommodate access.	School Admin Team	3 year or in response to any changes in CYP needs	July 2021	
<b>School endeavours to meet individual pupil needs</b>	School accesses specialist support services to advise on individual needs. For example: Low Incident Needs Service Teacher for visually impaired service. Therapeutic Counsellors	SENCO	3 year or in response to any changes in CYP needs	July 2021	

## Ensuring inclusion in the school community

<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame</b>	<b>Notes</b>
<b>Improve accessibility signage throughout the school</b>	Review of all signage throughout the school Consult with stakeholders on signage	School Council  HT	3 year or in response to any changes in CYP needs	July 2021	
<b>School operates proactive measures to implement anti bullying policies and approaches</b>	Anti Bullying Policy Anti Bullying week PHSE embedded across the curriculum Proactive monitoring of behaviour system & High 5 red cards.	Behaviour Lead & All staff	Annual  Termly	July 2018	
<b>School ensures all educational visits are accessible for all pupils</b>	School arranges 1:1 support for individual needs School operates individual risk assessments to ensure inclusion Physical adjustments made Staff familiar with place of visit to meet needs	All staff	Annual	July 2018	



## Access to the curriculum - statutory

<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame</b>	<b>Notes</b>
<b>School endeavours to improve the attainment gap and monitor and improve individual progress</b>	Monitor Adapt to meet individual needs Direct teaching & intervention work Termly Pupil Progress meetings Pupil tracking	All teachers	Annual	July 2018	<b>Individual pupils progress is measured &amp; attendance in school is improved</b>
<b>School participates in competitive sport</b>	Encouraging children with disabilities to participate in sports and dance Participating in the School Sports Partnership disability events	PE Co-ordinators	Annual	July 2018	
<b>All staff receive regular and updated training to ensure they have high expectations of all pupils</b>	Continuing Professional Development for all staff. Dedicated SENCO support for staff Advice from Specialist Services	All Staff	Annual	July 2018	<b>All training and actions will be reviewed in response to new guidance emerging</b>
<b>All cover staff including supply teachers are clear about how to meet the needs of all pupils</b>	3 form entry school so team leaders have info on individual pupils Supply teacher handbook Other adults in the year group with supply teachers	All staff	Annual	July 2018	<b>All training and actions will be reviewed in response to new guidance emerging</b>
<b>School endeavours to ensure homework is accessible to all</b>	Homework club available at lunchtime Individual pupil's resources sent home, for example coloured overlays / coloured papers.	All Staff	Annual	July 2018	



## Access to information advice and guidance - statutory

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
<b>Accessibility plan and SEN report will be published</b>	Research, develop and complete Accessibility Plan Complete SEN Report Consult with parents Publish plan	SENCO / School Manager	3 yearly or in response to any changes in CYP needs	July 2021	<b>All training and actions will be reviewed in response to new guidance emerging</b>
<b>Ensure the school website is presented in an accessible and family friendly way</b>	Consult with parents & pupils Review to reflect the needs of current parents / carers /pupils	HT / School Manager	3 yearly or in response to any changes in CYP needs	July 2021	<b>All training and actions will be reviewed in response to new guidance emerging</b>
<b>School produces literature in a variety of formats to meet individual needs</b>	Google translate for languages Large font printed Website accessible format	Admin team	3 yearly or in response to any changes in CYP needs	July 2021	<b>All training and actions will be reviewed in response to new guidance emerging</b>