

Whitnash Primary School

'Learning, growing and succeeding together'

Accessibility Plan



Equality Statement

In our school, we are committed to eliminate discrimination and advance equality of opportunity for all those with 'protected characteristics' under the Equality Act 2010, in relation to age, disability, ethnicity, gender, gender reassignment, maternity and pregnancy, religion and belief, sexual identity and marriage and civil partnership status.

We will endeavour to foster good relations between all. (Our full Equality Statement can be found on the school website).

Accessibility Plan

Introduction / Statement of Intent

Whitnash Primary School strives to be a fully inclusive school, where all children can have access to the full curriculum, , and

Inclusive practice is the cornerstone of all we do at Whitnash Primary because the school cares deeply for our pupils, staff and the community. We want **all** children in our care to thrive, regardless of individual needs or disabilities. We have high aspirations for **all** our pupils. We are committed to ensuring that all children achieve highly, regardless of their starting point, through our enriched and inclusive curriculum. We instil the values of caring, empathy and kindness and are a consistent model of 'unconditional positive regard' for all. We teach our children the importance of relationships and these essential life skills and promote everybody's right to learn to be respected and listened to, and to feel safe and be safe. These inclusive values and ambitions are embedded in our culture and ethos at Whitnash Primary School.

The importance of the 'Whitnash Family' is also at the heart of everything we do. Whitnash Primary strives to be a place where all staff, parents and visitors are able to access the school premises, regardless of mobility difficulties or disability.

This Accessibility Plan should be read in conjunction with the school's policies on Teaching and Learning, and Special Educational Needs and Disability, together with our Equality Statement. This Accessibility Plans together with wider school policy focus on ensuring equal opportunities for all, in line with the Equalities Act 2010. Aspects of this plan maybe cross-referenced to the School Improvement Plan.

Our Accessibility Plan aims to:

- document all the key areas in relation to accessibility for all stakeholders.
- increase the extent to which pupils with Special Educational Needs and Disabilities (SEND) can participate in the school curriculum.
- Improve the school environment to increase accessibility for all stakeholders.
- Improve the accessibility of information for all stakeholders.

The responsibility for monitoring the impact of this plan lies with the school and the Governor Resources and Premises Committee of the governing body, alongside our identified governor with particular responsibility for SEND and Inclusion.

The school and governing body also recognises their responsibility towards employees with disabilities and:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parent/carers of our pupils
- School staff
- Governors
- External partners

This plan is reviewed annually to take into account the changing needs of the school and its pupils, and where the school had undergone a refurbishment. The plan will be rewritten and fully reviewed every 3 years.

The Accessibility Plan can be found on the school's website, and, like other school policies, can be provided, on request, in hard copy, enlarged print or, wherever possible, in other languages than English.

Key Area	Quality Provision at Whitnash Primary	Planned Actions for Continued Improvement	Time Scale	Who is Responsible?
1. Access to the taught curriculum	<p>1.1 All pupils receive high quality 'Wave 1' inclusive education, which is differentiated and adapted, through teachers' planning and ongoing assessment during lessons, to address their individual learning needs. This differentiation and adaptive teaching is presented as layered challenges, which the children have ownership of in terms of choice. Whitnash Primary are keen to ensure that children are never pigeon-holed in terms of their abilities, and able to build confidence and personal challenge with their learning.</p>	<p>1.1 To continue to prioritise high quality Wave 1 inclusive teaching and provision for vulnerable children, with a particular focus on Pupil Premium children, pupil's attendance and further improvements to Inclusive Quality First Teaching (please refer to the School Improvement Plan Target 3)</p>	<p>Ongoing Sum to 2028</p>	<p>SENCo Class Teachers Standards Leaders</p>
	<p>1.2 School curriculum is fully aligned with new Ofsted Framework requirements for all learners, with careful consideration of the needs of vulnerable children.</p>	<p>1.2 Review on school curriculum School Development Priorities focus on enabling accelerated progress for vulnerable learners.</p>	<p>Sum 2026 Ongoing to 2028</p>	<p>Senior Leaders Subject Leaders SENCo Pupil Premium Lead</p>
	<p>1.3 Teachers continue to engage in an ongoing programme of Core Professional Development (CPD),</p>	<p>1.3 Ongoing training in-house and from external services</p>	<p>Sum 2026</p>	<p>SENCo</p>

	<p>which is focused on inclusive practice and meeting the full range of individual education needs of the children in our school.</p> <p>1.4 When and where necessary, staff receive bespoke specialist training in high-quality interventions necessary to meet the needs of individual/groups of children with identified needs e.g., Thrive, specific medical needs, Read Write Inc, EPATT, Touch Type Read Spell</p> <p>1.5 The school continues to draw upon support and advice from a range of specialist services, such as The Speech and Language Service, Evergreen Special School, the Integrated Disability Service (IDS), The Specialist Teaching Service (STS), the Educational Psychology (EP) Service, the Primary Mental Health Service/CAMHS and RISE, and the Ethnic Minority Teaching and Traveller Achievement Service (EMTAS). I</p>	<p>1.4 Interventions tracked and monitored and only impactful interventions delivered.</p> <p>Refresher training to ensure quality delivery and fidelity to the programmes.</p> <p>1.5 School continues to build partnerships with external agencies.</p> <p>Pupil Individual Plans and provision regularly audited to ensure recommended advice is well-embedded.</p>	<p>Ongoing to 2028</p> <p>Sum 26 Ongoing to 2028</p> <p>Aut 2026</p> <p>Ongoing to 2028</p>	<p>Senior Leadership Team (SLT) Teachers</p> <p>SENCo</p> <p>Senior Leadership Team (SLT) Teachers Teaching Assistants</p> <p>SENCo</p> <p>Senior Leadership Team (SLT) Teachers Teaching Assistants</p>
--	---	--	---	--

	<p>1.6 Full use is made of communication technology, including iPads and additional laptops to maximise access to learning within classrooms, as well as through intervention, for any pupils for whom Computing provides a more effective means of learning.</p> <p>The use of technology to support individual access to the curriculum, also includes the use of bespoke learning programs, Inc. Communicate in Print and the Touch-type Read and Spell (TTRS) and Blind – RNIB and new technology, such as Chrome Books.</p>	<p>1.6 Increase individual provision, ensuring effective use of new devices purchased and recommended programmes to support pupils with additional needs for intervention as well as supplementing in-class learning.</p>	Sum 2027 Ongoing	<p>Computing Lead</p> <p>SENCo</p> <p>Senior Leadership Team (SLT)</p> <p>Class Teachers</p>
	<p>1.7 Our Teaching Assistants (TAs), Inc. our Higher-level Teaching Assistant (HLTA), are flexibly deployed to ensure that pupils with individual needs, additional to those of most children, can engage in learning activities to their full ability. This support is well-directed during core subject teaching in the classroom, as well as robustly timetabled quality intervention.</p>	<p>1.7 Continue to ensure the careful targeted planning of deployment of TAs to classes in to meet particular inclusion needs, and increase TA provision as and where necessary to meet the increasing complexity of pupil need.</p>	Aut 2025 Ongoing	<p>SENCo</p> <p>Senior Leadership Team</p> <p>Class Teachers</p> <p>Teaching Assistant</p>
	<p>1.8 When necessary, specialist equipment, environmental adaptations and resources are provided to ensure that pupils with special learning needs, sensory needs or disability can participate fully in learning alongside their peers.</p>	<p>1.8 Continue to ensure individualised resources are purchased and bespoke adaptations made to support</p>	Ongoing	<p>SENCo</p> <p>SLT</p> <p>Class Teachers</p>

	<p>1.9 Class Teachers, when necessary, carry out risk assessments on planned learning activities to ensure that issues of full access to activities are safely addressed.</p> <p>1.10 Support is provided whenever possible from EMTAS, for pupils whose first language is other than English (English as an Additional Language/ EAL). Careful language Proficiency assessments are undertaken to identify children’s level of language acquisition and guide the support for individual children. Where appropriate children have Individual EAL Plans to support and monitor their progress, which are reviewed periodically.</p> <p>Clear communication from school entry throughout transition points ensure children’s language acquisition skills are fully understood and robustly supported.</p> <p>1.11 The school closely monitors the progress of all groups of pupils, including those with Special Educational Needs or Disability (SEND), EAL, and those entitled to Pupil Premium funding, challenges underachievement and provides effective intervention and support tailored to their needs.</p>	<p>learners where necessary</p> <p>1.9 Risk assessments appropriately implemented and considered.</p> <p>1.10 Review and restructure the support and resource provided to EAL learners, responding to needs and the experience developed.</p> <p>Audit the tracking and monitoring systems for EAL pupils and implement changes as required.</p> <p>Ongoing CPD provided to all staff on EAL provision.</p> <p>1.11 Ongoing IEP reviews meetings robustly ensure progress against smart and appropriate individualised objectives.</p>	<p>Ongoing</p> <p>Aut 2025 Ongoing</p> <p>Aut 25 Ongoing</p>	<p>SENCo SLT Class Teachers</p> <p>EAL Coordinator SLT Class Teachers</p> <p>Pupil Premium Lead EAL Coordinator SLT / SENCo</p>
--	--	---	--	--

	<p>The strong school assessment systems allow accurate and detailed understanding and monitoring of children’s learning and next steps.</p> <p>Teaching well-informed and pitched through well-embedded assessment systems, as the accurate use of quality assessment of all pupils.</p> <p>Pupils with identified SEND will have an Individual Education Plan (IEP), which is reviewed periodically (Oct, Feb and June) in consultation with parents.</p> <p>1.12 The school engages in effective liaison with secondary schools and year groups teachers, in order to ensure that pupils with special needs in accessing the curriculum or other aspects of school life, have their needs met by their receiving schools and at points of transition.</p> <p>There is a clear understanding of Key Performance Indications and the Strong Foundations required at each point in a child’s educational journey and these are a robust focus for all pupils.</p>	<p>Audit and introduction of new assessment tracking systems e.g., B-Squared and Sonar</p> <p>Ongoing CPD provided to all staff on quality assessment including routine and robust moderation.</p> <p>Strong assessment CPD supports the accurate use of pupil assessment</p> <p>Lessons observed and feedback provided to support the embedding of strong assessment practice.</p> <p>1.12 Audit of transition documentation and transition plans between year groups and schools.</p> <p>HLTA to work closely with secondary schools to support the transition of pupils with an Education, Health and Care Plan (EHCP)</p>	<p>Aut 25 Ongoing</p> <p>Sum 26 Ongoing</p>	<p>Class Teachers</p> <p>Pupil Premium Lead</p> <p>EAL Coordinator</p> <p>SLT / SENCo</p> <p>Class Teachers</p> <p>HLTA</p>
--	---	--	---	---

	<p>1.13 The school strives to ensure all pupils receive their legal entitlement to full-time education, addressing barriers to pupil absence through robust systems and liaison with parents and external agencies.</p> <p>The school strives to support families through regular communication, attendance promotion, the Attendance Framework, and Early Support to improve individual pupil attendance.</p> <p>1.14 The school promotes positive attitudes, engagement and learning behaviours for all learners, including those with SEND.</p>	<p>Systems well-communicated and embedded through staff CPD.</p> <p>CPD, teaching and assessment focus on targeting strong foundations at every level for all pupils.</p> <p>1.13 Identify the improved attendance of Pupil Premium children as a key priority.</p> <p>Extend the hours of the Attendance focus within the school office.</p> <p>Full embed practice adhering to the new attendance guidance and Ofsted Framework</p> <p>Embed the consistent use of signposting and Early Support for families.</p> <p>1.14 Review and implement Behaviour Policy Changes.</p>	<p>Aut 25 Ongoing</p> <p>Spr 26 Ongoing</p>	<p>Attendance Lead</p> <p>SLT</p> <p>Class teachers</p> <p>Senior Leadership Team (SLT)</p>
--	--	---	---	---

	<p>1.15 The school makes effective use of Pupil Premium Funding to ensure that PP children have the same access to opportunities, make appropriate educational progress and difference in attainment is diminished.</p>	<p>CPD and strong policy promote pupil engagement and learning motivation</p> <p>1.5 Well-targeted and intentioned Pupil Premium Strategy.</p> <p>This strategy is well-understood, communicated and implemented.</p> <p>Assessment data and quality first teach address under-achievement, progress and attainment gaps – CPD well-targeted.</p>		<p>Teachers</p> <p>Teaching Assistants</p> <p>Pupil Premium Lead</p> <p>Senior Leadership Team (SLT)</p> <p>Teaching Staff</p>
<p>2. Participation in extra-curricular activities, including playtimes, lunchtimes, before and after school provision (Treetops),</p>	<p>2.1 School continues to ensure attendance at after-school club and the Whole-school Council is monitored, and those responsible for running them ensure that all children are able to access such activities should they wish to, and the school actively promotes the attendance of under represented groups e.g., Pupil Premium children and those with SEND.</p>	<p>2.1 Pupil Premium Lead audits the take-up of clubs and promotes pupil participation</p> <p>Teachers and Subject Leaders promote the wider and more diverse attendance at clubs</p>	<p>Aut 25 Ongoing</p>	<p>Pupil Premium Lead</p> <p>SENCo</p> <p>SLT</p> <p>Teachers</p> <p>PE Lead and other Subject Leaders</p>

<p>after-school clubs and school trips</p>	<p>2.2 Staff continue on duty at break times, including midday supervisors to seek ways to involve all children in any organised activities, or to ensure that no children are excluded either by their peers or any individual difficulties from normal play activities.</p> <p>The school's implementation of the OPAL approach to playtime promotes wider participation and positive play.</p> <p>The school's inclusion of 'Play' as a pupil right raises the profile of positive play.</p> <p>Dining hall arrangements well-considered and supported for children with SEND, including those with medical, SEMH and sensory needs.</p>	<p>Early Support and Attendance interventions support children's participation in clubs.</p> <p>PP and SEND funding used to support increased participation.</p> <p>2.2 'Move it' Provision embedded for SEND pupils CPD and resource directed through the implementation of the OPAL curriculum</p> <p>Pupil engagement maximised through the Whole-class Council, assemblies and the communication of clear expectations.</p> <p>Ongoing risk assessments and bespoke pupil</p>	<p>Aut 25 Ongoing</p> <p>Spr 26 Ongoing</p>	<p>SLT Class Teachers Teaching Assistants SENCo</p> <p>School Council Lead</p> <p>Pupils</p> <p>Outdoor Learning Lead</p> <p>Treetops Manager</p> <p>Breakfast Club Lead</p>
---	--	--	---	--

	<p>2.3 Any children with mobility difficulties are supported by staff to enable them to access outdoor play equipment, school trips, including residential visits to the best of their abilities, while ensuring their safety.</p> <p>2.4 The Young Carers service and external support agencies are signposted for children.</p>	<p>arrangements planned.</p> <p>Ongoing risk assessments and EVC training.</p> <p>Ongoing revision of staffing and lunchtime arrangements to meet individual supervision needs.</p> <p>2.4 Referrals audited, monitored and actioned where need is identified.</p>	<p>Aut 25 Ongoing</p> <p>Sum 26</p>	<p>SLT Class Teachers SENCo Educational Visits Coordinator Outdoor Learning Lead</p> <p>SLT Class Teachers SENCo</p>
<p>3. Access for all to the school premises and buildings, including toilets and rooms used by children and visitors to the</p>	<p>3.1 Access to the school via front and rear entrance is available for wheelchair users.</p> <p>3.2 The school has level external surfaces to enable disabled access</p>	<p>3.1 School entrance development improves access for all</p> <p>3.2 When funding allows, address access issues identified at the rear of the school.</p>	<p>Spr 26</p> <p>TBC</p>	<p>Local Authority SLT Governors Caretaker</p>

school		Yellow markings on steps	Sum 26	Caretaker
	3.3 The school's health and safety management ensure the site is well-maintained and access points are free from obstructions	3.3 Regular Health and Safety Monitoring and good house-keeping.	Ongoing	SLT Caretaker Governors
	3.4 There is an accessible well-maintained disabled toilet, for the use of children and adults.	3.4 Monitor needs of children needing nappy changing, to assess whether facilities are sufficient	Ongoing	SLT Governors Staff
		Annual service changing bed	Annual	
		Intimate Care Policies updated annually	Ongoing	
3.5 All classroom layouts and presentation support inclusivity and access.	3.5 Classrooms consistent in presentation and	Ongoing	SLT Governors	

		<p>promote quality first teaching</p> <p>Feedback support teachers to make appropriate adaptations and improvements.</p> <p>Working Walls effectively use to support learning and access</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Staff</p>
<p>4. Access to all written communications from the school to its community, including general information about the school, school policies and</p>	<p>4.1 All required information for parents is included on the school's website. Any parents/carers unable to access this can request hard copies of documents.</p> <p>4.2 All information for parents/carers can be provided in enlarged print if requested.</p>	<p>4.1 / 4.2 Ensure that the availability of documents in hard copy, enlarged print or in languages other than English is communicated effectively to Parents/carers, via occasional reference in the Newsletter</p> <p>4.3 Staff working with vulnerable families to</p>	<p>Ongoing</p>	<p>SLT</p> <p>Class teachers</p> <p>SENCo</p> <p>School Office</p> <p>Office Manager</p>
	<p>4.3 The language on the school website can be adapted for non-English speaking parents. The school will also strive to provide information for</p>		<p>Ongoing</p>	<p>SLT</p> <p>Class teachers</p> <p>SENCo</p>

	parents/carers in languages other than English, where this is requested and is possible.	continue to ensure they access family communications from school		School Office Office Manager
5. To actively promote gender equality	5.1 The school monitors the gender balance in staffing, provides equality opportunities for CPD and progression.	5.1 Ensure transparent recruitment processes All staff supported to reach their career goals without bias, through robust Performance Management processes.	Ongoing	SLT Office Manager Governors
	5.2 The school actively promotes gender equality through the school curriculum, challenges gender stereotypes and promotes inclusive language.	5.2 School displays, books and materials reflect gender diversity Reviewed behaviour policy and PSHE/RSE curriculum promote inclusive language	Ongoing Spr 26 / Sum 26 Ongoing	SLT Class teachers RSE/ PSHE Lead Subject Leaders inc., P, STEM and Reading Leads

		and challenges stereotypes		
	5.3 The school works to diminish the differences in attainment and progress between girls and boys.	Curriculum across subjects actively promote inclusivity and challenges stereotypes 5.3 Data analysis, quality first teach and intervention address gender gaps in pupil progress and attainment.	Ongoing Ongoing	SLT Class teachers Subject Leaders
6. To monitor and promote Race Equality and act where inequalities arise	6.1 The school monitors ethnic representation in staffing, provides equality opportunities for CPD and progression. 6.2 The RE curriculum is well-delivered and promote respect and positive attitudes to diversity.	6.1 Ensure transparent recruitment processes All staff supported to reach their career goals without bias, through robust Performance Management processes. 6.2 Review of RE curriculum CPD to teachers	Ongoing Sum 26 Ongoing	SLT Governors RE Lead SLT

	<p>6.3 The curriculum fully reflects UK/Global diversity and the school takes a strong stance on anti-bullying, racism and other forms of discrimination.</p>	Diversity celebrated through assemblies and the curriculum	Sum 27 Ongoing	Teachers
		<p>6.3 Reviewed behaviour policy and PSHE/RSE curriculum promote inclusive language and challenges stereotypes</p>	Spr 26 Sum 26 Ongoing	SLT Subject Leaders Teachers
		Curriculum across subjects actively promote inclusivity and challenges stereotypes	Ongoing	Whole class council
		<p>6.4 Audit of trips and visits to ensure multi-cultural experience is included.</p>	Ongoing	SLT Subject Leaders, inc., RE Lead Teachers
	<p>6.4 Enrichment visits include multi-cultural experiences.</p>			

7. Ensuring feedback from children and adults on matters relating to accessibility	<p>7. The school conducts regular surveys for children and parents/carers which include their views on the accessibility of the school, in relation to 1-5 above. 'Pupil Voice' used to ascertain pupils' views about the effectiveness of interventions.</p>	<p>7 Continue to include accessibility question in parent questionnaire or provide routines a questionnaire about school access 6. Gather pupil views on additional support received, at the beginning and end of interventions and through the school council</p>	<p>Ongoing Updated questionnaire to parents Spr/Sum 26</p>	<p>SLT SENCo</p>
---	---	--	---	---------------------------

Date of Plan: September 2025

Plan Review Date: September 2028