



Woodlea Primary School Policy for Accessibility

Reviewed by	LGC
Reviewed in	Nov 2022
Status & Review Cycle	Every 3 Years (sooner if needed)
Next Review date	Nov 2025

Introduction

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Woodlea Primary 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. We are committed to providing a full and broad and balanced curriculum to all children and aim to have high expectations of all the school community as learners.

Vision and values

- At Woodlea Primary School, we aim to include all children in all aspects of the curriculum and school life irrespective of disability.
- We believe in the early identification of children who may have a disability, and this begins with the admission of the child to Woodlea School. This is seen as an ongoing process through training, raising awareness of all staff and parents and children.
- We have high expectations of all children that they will achieve their full potential. To this end we believe that all our disabled children are entitled to a broad, balanced and inclusive curriculum.
- Teachers set high expectations and plan and differentiate appropriately for all children with a disability in order to remove barriers to learning.
- We aim to improve access to a variety of resources in order that all disabled children can access a broad and balanced curriculum and participate in all aspects of school life.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

The plan will be made available online on the school website, and paper copies are available upon request.

Legislation and guidance

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake 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.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

The Governing Body of Woodlea Primary School recognises its duty:

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

Information from pupil data and school audit

- There are currently 19 children on the SEN register (Sept 2022) which includes children on SEND Support and EHCPs. There are additional children being monitored.
- We have well established systems in place for early identification of children who may have a disability or additional need to ensure that they are given the help and support they need.
- All children take National Curriculum tests at the end of Key Stages 1 and 2 and no child is disapplied on the grounds of disability.
- School data shows that generally children with any Special Educational Need perform well in comparison with National Averages of children with SEND (*source: FFT analysis Nov 2022*)
- Regular lesson observations take place, and this includes observations for inclusive teaching to enhance all children's learning.
- At Woodlea all our children, regardless of disability, have access to all aspects of the curriculum including off site activities, sports and other events.
- Before school trips take place, teachers make a pre-visit to the site to ensure that all children can access the site and the learning. A risk assessment is carried out at this time.
- The main building at Woodlea is an old house built on 3 levels. We recognise that access to levels above the ground floor is restricted. There are currently no plans to install a lift as this would not be a reasonable adjustment due to the cost.
- There is currently limited provision of toilets with wheelchair access.

Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary.

It will be approved by the governing board.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Improvements to the Physical Environment				
Target	Strategies	Success Criteria	Who	When by
Ensure that access to school buildings and site can meet diverse pupil needs and needs of wider community	<p>Monitor accessibility for all ground floor buildings and school site</p> <p>Identify areas for improved wheelchair access including need for ramps or handrails</p> <p>Identify possible improvements for disabled toilet access</p> <p>Questionnaire to all new parents to establish any additional needs</p>	All ground floor areas are wheelchair accessible	HT Caretaker Site Manager	Ongoing
Ensure external steps are well marked and railed	Define nosings on steps in contrasting colour	Improved safety and ease of use in stepped areas of the playground	Caretaker Site Manager	September 22
Provision of disabled car parking space	<p>Identify appropriate place disabled for parking space</p> <p>Space clearly demarcated</p>	Disabled parking space available (compliance with regulations)	Outside contractor (Admin)	Completed
Clear and consistent signs to office areas and other key areas	<p>Identify areas which need clearer signage e.g. offices, toilets, ICT suite</p> <p>Investigate and purchase appropriate signs</p>	All areas of school building are clearly signed	Admin staff	Need Refreshing (broken)

Improvements in Access to the Curriculum				
Ensure classrooms are optimally organised for all disabled pupils within current restraints. Identify needs and actions for future improvements	<p>Plan organisation of classrooms in accordance with pupil need.</p> <p>Organise resources within classrooms to reflect pupil need including use of resources such as visual timetables.</p> <p>Provide quiet areas within the school site.</p>	<p>Appropriate use of resources for diverse needs of pupils with disabilities</p> <p>Lesson observations show that needs of all pupils are being met</p>	All teaching staff	Ongoing
Raise awareness and improve understanding of a range of cognitive differences	Staff INSETs Dec 21 and Jan 22	All staff have greater understanding of the difficulties children face and can identify a wider range of strategies to support them	SENCO	Ongoing
Improve provision of differentiated activities across the curriculum	<p>Coordinators to audit planning and identify areas where wider range of activities could be provided</p> <p>Coordinators provide information and training to support differentiation</p>	<p>Planning and practice show evidence of differentiation</p> <p>All children are able to participate in full range of curriculum activities</p>	Subject coordinators	Ongoing
Wider range of resources, including ICT, available to support access to curriculum	<p>Investigate software which enables pupils to access information in different ways</p> <p>Link programs to appropriate curriculum areas</p>	Staff are aware of ICT software which can support provision of information	SENCO Subject coordinators	Ongoing

	Purchase practical 'hands on' resources to support learning	Subject coordinators regularly review resources available for their subject area to ensure access for all pupils		
Improvements in the Provision of Information				
Ensure availability of written material in different formats	Use of ICT to present information in a variety of ways	Use of ICT means ensures that written information can be presented in different format e.g. large font for visually impaired pupils/visual stress	Admin Staff Teaching staff	Ongoing
Ensure liaison takes place with parents of disabled and SEN pupils to identify areas for improvement	Annual questionnaire Home/school pack for SEN/disabled pupils (particularly those with ASD/communication difficulties)	All parents are fully aware of information about their child and of their supporting role	SENCO Teaching staff	Ongoing
Increase the use of the school website	Review of school website Ensure website is clear, simple and easy to use Regular updates to website	Website provides an additional source of information for all groups in school community	Headteacher	Ongoing
Plan for the sharing of information with parents who cannot access written material sent home	Make arrangements for telephone or face to face contact where necessary	All parents are kept up to date with general school information and with information specific to their child	Admin staff Teaching staff	Ongoing