



Accessibility Plan

Agreed by the Governing Body	Date: July 2022
Review Date	Date: July 2025
Review Schedule	triennial
Person(s) Responsible	SENDCo

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1. Introduction

Purpose of the Plan

The purpose of this plan is to show how Woodloes Primary School intends, over time, to increase the accessibility of our school for disabled pupils. Woodloes Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Definition of Disability

According to the Equality Act 2010, a person has a disability if:

- a) He or she has a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the Disability Discrimination Act (DDA, 2005). The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

This Accessibility Policy and Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

Aims

We are committed to establishing equality for all pupils, their parents, staff and other users of the school.

We aim:

- To enable us all to be receptive, self-motivated and confident in our learning.
- To encourage the development of all our skills in a safe, stimulating and rewarding learning environment.
- To celebrate the achievements of ourselves and others.
- To nurture a caring school environment where there is trust, respect and honesty.
- To encourage and support families' involvement in learning inside and outside of school.
- To develop a positive self-image and pride in ourselves and our school.
- To involve the local, national and global community in our learning.
- To provide an outdoor learning environment that promotes creativity and enjoyment.

- To prepare learners to be responsible members of our diverse society.
- To promote positive social, emotional, spiritual and cultural values.

It is the responsibility of the whole school community to implement this policy in a manner which promotes the inclusive ethos of our school.

Our school plans to ensure the accessibility of provision for all pupils, staff and visitors to the school.

2. Procedures and Practice

Documents and policies

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum policy
- Equality Objectives
- Health and Safety Policy
- Special Educational Needs and Disability Policy
- Behaviour and Relationship Policy
- Learning Improvement Plan
- Asset Management Plan
- School prospectus and Vision Statement

Plan Availability:

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website

Review and Evaluation:

An Accessibility Plan will be drawn up to cover a three-year period. The plan will be reviewed and updated annually. In creating the Accessibility Plan the school has set the following priorities:

- Ensure safe access throughout the school for all school uses, irrespective of their disability.
- Ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- Provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. As a result of the Access Audit some items may potentially be required for future pupils and these will be rolled forward ready to be implemented when needed. The audit will need to be revisited prior to the end of each

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three-year plan period in order to inform the development of the new plan for the following period.

Ensuring Access to the curriculum is monitored as part of SEND and inclusion management. Detailed planning for accessibility within the curriculum is included in policies covering the provision and planning of the school curriculum. These are reviewed and updated in conjunction with the Accessibility Plan.

The Plan will be monitored regularly by the Governing Body. This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the Equality Act, 2010:

- Increasing the extent to which disabled pupils can participate in the school curriculum; which 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 the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Woodloes Primary school will address the priorities identified in the plan. The plan is valid for three years 2022- 25. It is reviewed annually by the staff and governors of Woodloes Primary School.

Information about our Accessibility Plan will be published in the Governors' Annual Report to Parents (statutory).

Approved by:

Date:

Next review date:

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The table below sets out how the school will achieve these aims.

Aim	Current status	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<ul style="list-style-type: none"> Increase access to the curriculum for pupils with a disability 	The school building is accessible to all pupils. However, the outdoor learning environment is not fully accessible and wheelchair access needs to be considered.	<ul style="list-style-type: none"> To provide suitable 'pathways' to access outdoor learning 	<ul style="list-style-type: none"> Review access to forest school and identify most appropriate access route for wheelchair access Eco project to include a hard surface pathway wide enough and constructed from a suitable material to enable wheelchair access 	TL, DS	July 2022 Sept 2022	Improved access to outdoor learning
	The school is accessible to all pupils and staff. However, the layout of individual classrooms needs to be reviewed to facilitate easy access in a wheelchair.	<ul style="list-style-type: none"> Ensure classrooms can be easily accessed in a wheelchair 	<ul style="list-style-type: none"> Organize classroom furniture to allow wheelchair access Trial and review access regularly Organize furniture in shared school spaces to ensure easy wheelchair access e.g. lunch hall 	TL, DS, class teachers	Sept 22 and annually	Improved access and independence for individuals
	The PE curriculum is differentiated to meet the needs of all children. However, there is not an alternative physical curriculum which meets the needs of a child with their primary need as physical.	<ul style="list-style-type: none"> Be able to provide a personalised physical curriculum 	<ul style="list-style-type: none"> Liaise with occupational therapy and physiotherapy to create personalized physical curriculum Implement and review personalized physical curriculum with ongoing advice 	TL, class teacher	Sept 22 and termly review	Good progress with physical development
<ul style="list-style-type: none"> Improve and maintain access to the physical environment 	Woodloes Primary School has an adult disability toilet but does not have an adapted toilet facility for children.	<ul style="list-style-type: none"> To have a hygiene room which can meet the personal care needs of children with complex physical needs 	<ul style="list-style-type: none"> Liaise with multi agency team to locate, plan and construct hygiene room Organize training for use of related equipment Agree maintenance contracts for equipment 	TL, DS	Sept 2022	Improved personal care facility for children with physical needs

<ul style="list-style-type: none"> Improve the delivery of written information to pupils 	<p>Visual timetables are used in classrooms.</p>	<ul style="list-style-type: none"> To support the communication of written information through picture visuals To support visual difficulties linked to specific literacy difficulties e.g. dyslexia 	<ul style="list-style-type: none"> Model the use of Inprint within the hive, nurture base Use Inprint as a tool to support written communication in all classes Purchase dyslexia friendly reading books Colour overlays are offered to children Research and use colour filter or veil on class interactive whiteboards to reduce glare 	<p>TL, JD</p> <p>HM, TL</p> <p>TL</p> <p>TL, class teachers</p>	<p>Dec 22</p> <p>Sept 23</p> <p>Dec 22</p> <p>Sept 23</p>	<p>Written communication is clearer and easier to access</p>
<ul style="list-style-type: none"> Provide relevant staff training 	<p>The school responds immediately to identified needs re: SEND, EHCP requirements</p>	<ul style="list-style-type: none"> To ensure all needs are effectively supported 	<ul style="list-style-type: none"> Liaison with agencies for training needs Training to EYFS team linked to needs of an individual pupil: manual handling and use of equipment Repeat training annually as the pupil progresses through the school 	<p>TL</p>	<p>Ongoing</p> <p>Sept 22</p> <p>annually</p>	<p>Staff are trained effectively and individual needs are met</p>