

Woodlands Community Primary School

Accessibility Plan



Ratified by Headteacher	June 2020
Date for Review	June 2023
Signed – Chair of Governors	
Signed – Headteacher	

Woodlands Primary School Accessibility Plan

1. This Accessibility Plan has been drawn up in consultation with the LA, pupils, parents, staff and governors of the school and covers the period from May 2020 – June 2023.
2. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, respect, tolerance and inclusion.
3. Woodlands Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to;
 - a. Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education
 - b. Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of **specialist aids and equipment**, which may assist these pupils in accessing the curriculum.
 - c. Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school or school events. The information should be made available in various preferred formats within a reasonable time frame
4. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years

5. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter

6. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents;

- i. Curriculum – teaching and learning
- ii. Equal opportunities and diversity
- iii. Equality Scheme
- iv. Staff development documents
- v. Health and Safety
- vi. Inclusion
- vii. Special Needs
- viii. Behaviour
- ix. School Improvement Plan
- x. Asset Management Plan
- xi. Prospectus
- xii. Teaching and learning file

7. The Action Plan for physical accessibility relates to the Access Audit of the school, which is undertaken regularly by the LA. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and some items may roll forward into subsequent plans. The audit will need to be revisited prior to the end of each three-year plan period in order to inform the development of the new plan for the following period

8. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity.

9. The school complaints procedure covers the Accessibility Plan

10. The Plan will be monitored through the Quality committee of the governing body

11. The school will work in partnership with the LA in developing and implementing this Plan

Accessibility Plan – May 2020

The aim of this accessibility plan is to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum
- Improve the physical environment of the school in order to increase the extent to which pupils with disabilities are better able to take advantage of education and associated services provided by the school, and which allow parents and carers better access
- Improve access to information of a written nature for pupils and carers who have a disability

<u>Objectives</u>	<u>Strategies</u>	<u>Outcome</u>	<u>Timeframe</u>	<u>Success Criteria</u>
Seek to provide appropriate training for teachers and support staff who are responsible for disabled children – prioritised according to need	LA training Specialist teaching Service courses School visits Observations Inset	Greater expertise to raise standards and further equip staff to meet the needs of disabled children with regards to accessing the curriculum	On induction for new staff or when new children arrive Planned programme of staff training	Clearer One Page Profiles /Additional Support Plans with 'smart' targets
Improve the availability of written materials in alternative formats	Documents to be produced in font size 12 or larger if required. Notify parents that alternative formats can be provided on request	The school can provide written information in alternative formats when required. Interpreters available for specific languages	Ongoing	Delivery of information to disabled persons improved. EAL / MEAS group improved.
To supply necessary teaching aids and suitable apparatus to meet the needs of a disabled child – once	Seek advice from LA about specific items which would be needed for the child to access the full curriculum	Appropriate equipment is available to enable the child to access the full curriculum	Ongoing – once notification has been received of the forthcoming admission of a disabled pupil	Child given every facility to access the curriculum

notification has been given of an imminent arrival – e.g. adjustable desk heights and equipment etc	Speak to previous school/setting about equipment they had available			
Ensure venues for school trips are suitable – including transport, access, toileting, staffing etc	Pre-visit assessment of suitability. Liaise with local schools with disabled pupils for suitable venues	Broad and balanced curriculum offered alongside able-bodied peers	Ongoing – whenever a trip is planned to support and enhance the child's learning	Equal opportunities for disabled child to participate in off-site activities
Ensure PE curriculum is adapted to enable disabled children to work alongside peers	Seek advice from appropriate agencies Staff training	Broad and balanced curriculum offered alongside able-bodied peers	Ongoing – when a new child is admitted with a disability	Disabled child attends a full physical programme and PE curriculum
Improve access to all areas of the building	Ramps installed Placement of classrooms considered to ensure accessible to disabled child	Accessibility maintained to all necessary areas	Ongoing – when a new child is admitted with a disability	Flexibility to access all necessary areas of school
Improve access to toilet facilities	Toilets to provide access for disabled children	Accessibility maintained to all necessary areas	Ongoing – when a new child is admitted with a disability	Disabled child has all their personal needs provided
Improve entry in and out of main entrance to allow easier access for disabled	Automatic doors which open electronically	Easier access to and from the building	Annually – in line with refurbishment plans	Greater independence accessing and exiting school building
Ensure all disabled pupils can be safely evacuated	Ensure all staff aware of any PEEP's Ensure training in place where necessary	Safe evacuation for all from school premises	Ongoing – when a new child is admitted with a disability	Safe evacuation for all when necessary
Improve signage for visually impaired	Ensure signage is clear for all Braille signs around school	Visually impaired have access to suitable signage	Annually – in line with refurbishment plans	All areas clearly signed

Languages other than English to be visible around school	As families in school have many different languages signs to be displayed to aid access and understanding	All children and families are able to access information in different languages and feel valued	In line with displays being updated	All families feel welcome and have a clear understanding of school procedures
Colour schemes are reassessed when refurbishing to benefit pupils with visual impairment / autistic characteristics	Seek advice from LA, Visual Impairment Service on appropriate colour schemes	All areas of school are accessible for visually impaired / autistic children/adults	Annually – in line with refurbishment plans	Disabled child has access to all areas of school