

# Woodlands Community Primary School

## Accessibility Plan



<b>Ratified by Governors</b>	
<b>Date for Review</b>	<b>December 2019</b>
<b>Signed – Chair of Governors</b>	
<b>Signed – Headteacher</b>	

## 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 Jan 2016 – Dec 2018.
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 and inclusion
3. Woodlands 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; ( if a school fails to do this they are in breach of the DDA ). 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. Staff development documents
- iv. Health and Safety
- v. Inclusion
- vi. Special Needs
- vii. Behaviour
- viii. School Development Plan
- ix. Asset Management Plan
- x. Prospectus

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. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access"
9. The school prospectus will make reference to this Accessibility Plan
10. The school complaints procedure covers the Accessibility Plan
11. The Plan will be monitored through the Curriculum and Health & Safety committees of the governing body
12. The school will work in partnership with the LA in developing and implementing this Plan

## Accessibility Plan – 2016

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 which allow parents and carers better access
- Improve access to information of a written nature for pupils and carers who have a disability

<b><u>Objectives</u></b>	<b><u>Strategies</u></b>	<b><u>Outcome</u></b>	<b><u>Timeframe</u></b>	<b><u>Success Criteria</u></b>
Seek to provide appropriate training for teachers and support staff who are responsible for disabled children – prioritised according to need	LA training Specialist teaching 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 Planned programme of staff training	Clearer One Page Profiles 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	School provides appropriate formats. Interpreters available for specific languages	Ongoing	Parental communication for those with a disability improved
To supply necessary teaching aids and suitable apparatus to meet the needs of a disabled child – once notification has been given of an imminent arrival – e.g. adjustable desk heights etc	Seek advice from LA about specific items needed Speak to previous school/setting about equipment they had available	Appropriate equipment is available to enable the child to access the full curriculum	Ongoing – when a new child is admitted with a disability	Child able to access the curriculum
Ensure venues for school trips are suitable – including access, toileting, staffing etc	Initial visit to assess suitability	Broad and balanced curriculum offered	Ongoing – whenever a trip is planned to support and enhance the child's learning	Disabled child participates 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	Ongoing – when a new child is admitted with a disability	Disabled child participates in all PE lessons
Improve access to all areas of the building	Ramps installed Placement of classrooms considered to ensure accessible to disabled child e.g. use of Music Room	Accessibility maintained to all necessary areas	Ongoing – when a new child is admitted with a disability	Disabled child attends all lessons as required
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
Colour schemes to be reviewed when redecorating	Seek advice from LA	All areas of school are accessible for partially sighted children/adults	Annually – in line with refurbishment plans	Disabled child has access to all areas of school