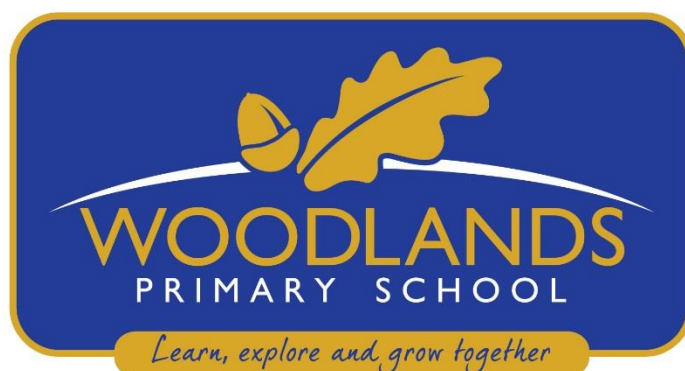


Woodlands Primary School

Accessibility Plan 2024 - 2027



Written by	Vicki Lonie
Ratified by Governors	Spring 2024
Date for Review	Spring 2025
Signed – Chair of Governors	
Signed – Headteacher	
Is this an internal or external policy?	External
Is this based on a model policy?	Yes – The Key Model Plan

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1. Aims

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 pupils with disabilities can participate in the curriculum
- › Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- › Improve the availability of accessible information to pupils with disabilities

Our 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.

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

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, the complaints procedure sets out the process for raising these concerns.

2. 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

The Act does not set out what would be a reasonable adjustment or a list of factors to consider in determining what is reasonable. It will be for schools to consider the reasonableness of adjustments based on the circumstances of each case. However, factors a school may consider when assessing the reasonableness of an adjustment may include the financial or other resources required for the adjustment, its effectiveness, its effect on other pupils, health and safety requirements, and whether aids have been made available through the Special Educational Needs route.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum e.g. visual timetables, writing slopes, wobble cushions, ipads • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils 	Provide positive role models for all pupils of people with disabilities	<p>Ensure the school's text map provides a wide range of characters, including those with disabilities</p> <p>Develop and embed the use of our Diversity and Culture texts and discussion in each year group</p> <p>Invite a Paralympian to talk to pupils about determination and resilience</p> <p>Use Insight tracking system to ensure progress is being made</p> <p>Hold pupil progress meetings to interrogate individual pupil progress</p>	<p>English Lead</p> <p>Deputy Headteacher</p> <p>Sport Lead</p> <p>Deputy Headteacher/ Headteacher</p>	<p>July 2024</p> <p>July 2025</p> <p>July 2025</p>	<p>Pupils will be able to talk of positive examples of disabled people in fiction and real-life</p> <p>Pupils with disabilities will report high levels of confidence and self-esteem</p> <p>Leuven scales will evidence high levels of involvement and wellbeing for pupils with disabilities</p>
		Ensure all staff have the skills and knowledge to meet the needs of pupils with disabilities	<p>Signpost all staff to National College for targeted training</p> <p>Provide CPD time for all staff to access internal and external training</p> <p>Access specific external training for all staff:</p> <p>AET (Autism Education Trust)</p> <p>Maximize use of local agencies to support staff and children:</p> <p>STLS (Specialist Teaching and Learning Service)</p> <p>Educational Psychologist Service</p> <p>Occupational Therapy Service</p>	<p>Inclusion Manager</p>	<p>On-going</p> <p>August 2024</p> <p>On-going</p>	<p>Pupils with disabilities will make expected progress in line with their personalised plans</p> <p>Criteria 2 and 3 as above</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Lift • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	Enable accessibility by installing handrails, improving toilets, adapting furniture as required	Complete surveys and audits to ensure individual needs are met as well as developing an inclusive ethos for future works	School Business Manager	On-going	Pupils with disabilities have full access to all parts of the school and feel welcome
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille (if required) • Induction loops • Pictorial or symbolic representations 	Ensure parents of pupils with disabilities are fully informed about their child's needs, welfare and progress	<p>Regular Personalised plan reviews with parents and staff</p> <p>Open-door policy for parents wanting to meet with staff</p> <p>Annual report and mini report to parents for consultations</p> <p>Signpost external information/agencies</p>	<p>Class Teachers overseen by Inclusion Manager</p> <p>Deputy Headteacher</p> <p>Inc Man and PSO</p>	<p>3 x year</p> <p>On-going</p> <p>March and July each year</p> <p>On-going</p>	<p>Parents will feel fully-informed about their children</p> <p>Parents and staff will work together to agree next steps at home and school</p>

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Inclusion Manager and approved by the governing body of Woodlands Primary.

5. Links with other policies

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

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

Document History	
Date	Summary of changes
March 2024	Document approved – based on model policy from ‘The Key’ 2022