

# Accessibility Policy Plan

Amended: January 2024

Approved by Governors: February 2024

Review date: January 2025

Reviewing Panel: Finance, Estates and General Purposes (FEG)

## **OUR VISION STATEMENT**

- Aspiration, Resilience, Opportunity, Excellence, is our ethos. These four pillars underpin all we do and drive us forward as one learning community.
- We encourage all of our youngsters to have the highest of aspirations and look to equip them with all the tools they need to become even more resilient. We offer the widest opportunities to ensure excellence becomes a habit.
- We will provide a wealth of opportunities to learn in and beyond the classroom. Adding cultural capital and ensuring experiences develop the whole child.

### **Purpose:**

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.

### **Legislation and Guidance**

This document meets the requirements 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.

## **Associated Policies and Plans**

This plan should be read in conjunction with other relevant documents including:

- Equalities Policy
- SEND Policy
- Curriculum Policy
- School Development Plans

## **SEND at Woodlands School**

The school's objectives are:

- To make reasonable adjustment for those with a disability by taking action to increase access to the curriculum and the school facilities.
- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement.
- To use best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the adapted curriculum, to better respond to the four broad areas of need:
  1. Communication and interaction,
  2. Cognition and learning,
  3. Social, mental, and emotional health,
  4. Sensory/physical.
- To request, monitor and respond to parents/carers and pupils' views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil needs, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

## **Access to the Building**

Woodlands School manages and improves the physical environment of the school buildings and grounds to meet the needs of a range of disabled students currently on roll and prospective students. The needs of future cohorts and any staff appointed with disabilities will be assessed and provision made as they arise. Annual reviews of physical accessibility are undertaken.

The school has the following special facilities:

- wheelchair access
- disabled toilets with handrails
- disabled parking
- a lift
- ramps
- easy access for taxis/other transport
- classrooms are carpeted (excluding cloakroom and practical areas), have rubber soled tables and chairs, and high frequency lighting.
- blinds and curtains in classrooms to reduce glare.
- access to low vision aids
- access to specialist aids, equipment, or furniture
- regular and frequent access to specialist support

### **Access to the Curriculum**

The Teacher Standards (2012) and SEND Code of Practice: 0-25 Years (2015) require all teachers to ensure all pupils in their class access learning and that they make adaptations to the curriculum, learning environment and opportunities in school to ensure this is achieved. Some of the ways in which Woodlands School provide a highly inclusive curriculum and learning environment are:

- Ensuring staff have opportunities for relevant continued professional development relating to SEND.
- Adaptive teaching methods are utilised to support individuals needs and allow learning opportunities that allow access and success but ensure challenge.
- Providing visual timetables, task cards and various alternative ways of recording.
- Responding to outside agency advice and providing specialised resources where required.
- Responding to the views of children with SEND and their parents/carers through Parents' Evenings, and Pupil Passport/ One Plan documentation.
- Focused teaching opportunities within a smaller group or one-to-one basis.

### **Review and Evaluation**

This plan has the status of a policy of the Governing Body and will be reviewed annually.

It is monitored by the School's Operations Manager/senior member of staff who will report on progress made to the governing body.


### **Action Plan**

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

Access to Education			
Target	Action	Timeframe	Outcomes
Work towards the development of a fully inclusive curriculum.	Full curriculum audit.	September 2023 - September 2025	To ensure all pupils can access the curriculum
Teachers develop their knowledge of different teaching and learning strategies.	Focus on Ordinarily Available and Adaptive Teaching.	September 2023 - September 2025	Teachers consistently use adaptive teaching to suit wide range of learning styles. Higher attainment for pupils with SEND.
Teachers develop skills to support identified pupils, with specific disabilities.	SENCO provides or arranges specific training for new and existing staff relating to disabilities experienced by pupils.	Ongoing	Staff have greater understanding of disability issues.
Ensure that the school is prepared to meet the specific needs of pupils transitioning in September.	Primary Transition meetings: provide training for all staff to develop understanding of the needs of the pupil; ensure that the curriculum is suitably tailored to those needs.	September 2023 - September 2025	Successful transition and progress made by pupils.
Disability and equality issues are incorporated into the AROE curriculum.	Review Schemes of Work for AROE and adapt/update as required.	September 2022 - September 2025	Pupils have a greater understanding of disability issues, more regular information, and discussion around disability issues.
To ensure staff are aware of the range of disabilities that may limit access to the curriculum for certain pupils	Review pupil passports and ensure the information included is correct. Update staff training on awareness of specific needs such as autism, ADHD.	September 2023 - September 2025	All staff will feel confident to make reasonable adjustments and support appropriately for pupils.

To deploy Co-Educators more effectively in supporting the classroom teacher to deliver the curriculum.	To implement strategies from the Education Endowment Foundations study on effective use of Teaching Assistants	September 2023 - September 2025	All staff feel empowered to support with pupils in lessons. Co-Educators and classroom teachers to work in partnership to support pupils.
To ensure interventions for pupils with SEND is focused on their needs for Literacy and Numeracy.	For all interventions to be evidence based and to include pre and post measures.	September 2023 - September 2025	Increasing in reading and spelling ages amongst pupils. Improvement in attainment and progress.
Disability and equality issues addressed in each year group	Assemblies on disability, equality, and tolerance	Ongoing	Pupils have a greater understanding of disability issues.
<b>Access to Site &amp; Facilities</b>			
<b>Target</b>	<b>Action</b>	<b>Timeframe</b>	<b>Outcomes</b>
Disabled Parking	Place a sign at the entrance to the carpark showing that there is accessible parking available and where it is located.	2024-2025	Allowing visitors to locate disabled parking areas with ease.
Reception Facilities	Install a drop-down shelf at the reception signing-in desk. Install a portable hearing loop and clearly display the sign. Provide a seat with high back and arms.	2024-2025	All pupils, staff and visitors are able to easily access the site.
Accessible Toilets	A shelf to be installed in the visitor's toilet in reception. A shelf to be installed in the visitor's toilet in reception.	2024-2025	Accessible toilets meet the majority of needs of independent wheelchair users and people with mobility impairments.

Ensure that fire procedures consider the needs of pupils with disabilities.	Review the needs of the identified pupils. Ensure that appropriate provision, including places of safety, have been established. Carry out regular fire drills to ensure all students know the procedures and where to go.	Reviewed termly.	Identified pupils are safe and have a clearly recognised set of procedures to meet their need in case of fire.
Review signage across the site.	Review internal signage and ensure it is all in both uppercase and lowercase lettering. Consider adding an option in Braille	2024-2025	Multi-language signs are important for ensuring that the whole school community is able access the site effectively, is aware of any hazards, and what to do in the event of an emergency

Signed:   
Head Teacher

Dated: 5<sup>th</sup> February 2024

Signed:   
Chair of Governors

Dated: 5<sup>th</sup> February 2024

