



Woodcroft Primary School

Accessibility Plan

Contents:

1. Introduction
2. Key Objective
3. Principles
4. School Activities
5. Action Plan
 - a. Appendix 1 Accessibility Action Plan
6. Linked Policies

Co-Coordinator responsible for the policy in consultation with the staff, pupils, parents and governors:

Head Teacher

Reviewed: September 2020

Next Review Date: September 2021


Learning for a lifetime

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002. The Accessibility Policy and Plan are 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 (3 year plan with annual reviews). It should be read in conjunction with the schools 'SEN information report' which is written in line with the SEN reforms (September 2014). The SEN information report outlines the provision offered at Woodcroft Primary School.

Disability is defined by the Disability Discrimination Act 1995 (DDA):

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities."

Definitions

Physical Impairment includes sensory impairment.

Mental impairment includes learning difficulties and mental impairments resulting from or consisting of a mental disorder.

Substantial means more than minor or trivial.

Long term means at least 12 months.

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability. To show how Woodcroft Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Principles

- Increase the extent to which disabled pupils can participate in the curriculum;
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- Improve the availability of accessible information to disabled pupils, staff, parents/carers and visitors.

School Activities

a) Education & related activities (Curriculum)

Woodcroft Primary School will continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts. We will consult all stakeholders annually as part of our planning cycle.

b) Physical environment

Woodcroft Primary School will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. We will consult all stakeholders annually as part of our planning cycle.

c) Provision of information

Woodcroft Primary School will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested. We will consult all stakeholders annually as part of our planning cycle.

Action Plan

See attached (Appendix 1)

Linked Policies

This Plan will contribute to the review and revision of all federation and individual school policies.

Appendix 1 Action Plan 2020-2021

	Objective	Tasks	Timescale	Responsibility	Monitoring
1.	<p>Access the curriculum</p> <p>Ensure all pupils with disabilities can access the curriculum</p>	<ul style="list-style-type: none"> Identify child with a disability and adapt planning accordingly making changes to teaching where necessary Whiteboard background colours changed to pastel colours and contrasting colours used via pens to support children with sight and reading difficulties. ICT equipment provided to support individuals' learning, e.g. ipads for visual impairment. To ensure appropriate resources are in place and are used across the school, including sloping boards and large print texts. Visual timetables in classrooms and now and next cards used to support vulnerable children. Ensure that reasonable adjustments are made so that children can take part fully in school life including trips and school residential. Audit participation in extra-curricular activities and remove any barriers to attendance. 	<p>On-going</p> <p>On-going</p> <p>As needed</p> <p>Termly audit</p> <p>On-going</p> <p>As required</p> <p>Termly as activities change</p>	<p>Class teacher/SENCo</p> <p>Class Teacher</p> <p>Class Teacher/SENCo</p> <p>Class Teacher/SENCo</p> <p>Class Teacher</p> <p>SENCo/ Visit Leader/ EVC/HT</p> <p>SENCo/HT</p>	<p>HT/Governor SEN Monitoring</p> <p>Headteacher and SLT will monitor access to the curriculum through learning walks, pupil conferencing and book scrutiny.</p> <p>Governors will review this monitoring process against the Accessibility plan.</p>
2.	Staff Training and Development	<ul style="list-style-type: none"> Staff updates on SEN Code of Practice. Produce SEN information in line with SEN reforms. Provide opportunities for staff to work with SENCo and external agencies to provide support for pupils with disabilities. SENCo to work with Headteacher to identify best practice. 	<p>Termly</p> <p>Annual</p> <p>Ongoing as needed</p> <p>Ongoing</p> <p>Ongoing</p>	<p>HT/SENCo</p> <p>SENCo</p> <p>Class teacher/SENCo</p> <p>HT/SENCo</p> <p>SENCo</p>	<p>HT review and reported to the governors via HT report.</p>

		<ul style="list-style-type: none"> • SENCo to recommend external agencies that can provide accurate advice. 			
3.	Physical environment	<ul style="list-style-type: none"> • Review physical environment to ensure access to all ground floor doors e.g. ramps fitted where needed. • Review classrooms yearly for suitability of cohort. • Provide quiet zones of learning for children with sensory issues. • Review playground equipment to ensure it is accessible where appropriate. • Review school signage to ensure it is clear for visitors. • Classroom location adjusted for any staff or children with mobility/disability issues 	<p>Rolling plan of building development</p> <p>Annual</p> <p>Termly</p> <p>Annual</p> <p>3 year review</p> <p>Ongoing</p>	<p>HT/Site Manager</p> <p>HT/Site Manager</p> <p>SLT/SENCo</p> <p>HT/Site Manager</p> <p>HT/Site Manager</p> <p>HT/Site Manager</p>	<p>Annual review with property services.</p> <p>Governor monitoring visit for site annually.</p>
4.	Wider community	<ul style="list-style-type: none"> • Disability equality scheme to be made aware to parents and wider community through school website and newsletters. • Provide written information to parents/carers in a variety of formats e.g. enlarged font 	<p>Published on website and reviewed annually on the newsletter.</p> <p>Ongoing.</p>	<p>HT/Admin Manager</p> <p>Admin Manager</p>	<p>Governor monitoring of website is done annually.</p>