



ACCESSIBILITY PLAN

WOODTHORNE PRIMARY SCHOOL

Document Control Table

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ACCESSIBILITY PLAN & POLICY – WOODTHORNE PRIMARY SCHOOL

Woodthorne Primary School should be an environment where all are included and feel valued and respected. Standards of academic achievement are high and behaviour excellent. Children, staff and parents alike are happy, engaged and enthusiastic about learning. A partnership where everyone is working to achieve and fulfil their potential.

Woodthorne Primary School will nurture its pupils to ensure that the children in our care leave our school with strong self-esteem, high personal expectation and a complement of basic skills that promote an enquiring mind and a desire for knowledge.

Woodthorne Primary School will give everyone the opportunity to develop their spiritual, moral, social and cultural understanding and awareness.

Woodthorne Primary School will strive to be a central hub for the local learning community – a place where children, parents and the community can experience seven years of continuity, development and growth.

ACCESSIBILITY PLAN – Woodthorne Primary School

1. This Accessibility Plan has been drawn up in consultation with all stakeholders and covers the period from July 2024 – July 2025. (Reviewed annually)
2. The Special Educational Needs and Disability Code of Practice (January 2015) states “many children and young people who have SEN may have a disability under the Equality Act 2010.” The Equality Act 2010 sets out the legal obligations that schools, local authorities and others have towards disabled children and young people
 - They must not directly or indirectly discriminate against, harass or victimise disabled children and young people.
 - They must not discriminate for a reason arising in consequence of a child or young person’s disability.
 - They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage
 - Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and, when carrying out their functions, must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and nondisabled children and young people
3. This plan sets out the proposals of Woodthorne Primary to increase and sustain access to education for disabled pupils.
4. We are committed to providing a fully accessible environment which values and includes all students, 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, acceptance and inclusion.
5. Woodthorne Primary plans, over time, to improve the accessibility of provision for all students, staff and visitors who may have the following disabilities

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| ASD/ Asperger's | Hearing |
| Social, emotional and behavioural needs | Incontinence |
| Communication | Learning difficulties |
| Palliative care | Medical |
| Dietary Problems | Mobility |
| Motor Skill & Development | Cognitive Difficulties |
| Visual impairment | Personal Care |
| Other disability / health problem | ADHD |

Individual Accessibility Plans are produced for each school and contain relevant actions to:

- Improve access to the physical environment of the School, adding specialist facilities as necessary. This covers improvements to the physical environment and physical aids to access education.
- Increase access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as equally prepared for life as are the able-bodied students. This covers teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities, off site visits etc. It also includes the provision of specialist aids and equipment, which may assist disabled students in accessing the curriculum.
- Improve the delivery of written information to students, staff, parents and visitors with disabilities. This will include handouts, timetables, textbooks and information about the school and its events.

The following action plans relate to these key aspects of accessibility at Woodthorne Primary. The plans will be reviewed and adjusted on an annual basis. New action plans will be produced every three years.

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

The Accessibility Plan should be read in conjunction with the relevant sections of following documents:

- School Improvement Plans
- Asset Management Plan
- Admissions Policy
- Anti-Bullying Policy
- Equality for Pupils Policy
- Health and Safety Policy
- Health & Safety of Pupils on Educational Visits
- Medical Treatment of Pupils Procedure
- Exclusions Policy
- SEN and Disability Policy
- Sex and Relationship Education Policy
- Safeguarding Policies and Practices
- Behaviour Policy
- Child protection policy
- Overarching Curriculum Policy
- PSHE Policy
- Teaching & Learning Policy

The action plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by the Governors Risk and Health & Safety. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will be reviewed prior to the end of each three-year plan period in order to inform the development of the new Plan for the following period.

Curriculum policies and delivery reflect our commitment to Equality and Diversity.

The School's complaints procedure covers the Accessibility Plan.

Our School's interpretation of inclusion means that what we offer is an appropriate curriculum for the children's needs. The school may make a special effort or provision so that particular activities are available to pupils with additional needs.

The School will work in partnership with all stakeholders in developing, implementing and reviewing this plan. The Plan will be monitored by the local governing body as part of their monitoring cycle.

1. Improving the Physical Access

| Target | Strategies | Time scale | Responsibility | Success Criteria |
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| Evaluate access for any individuals with a visual impairment. | <p>Liaise with outside agencies to support individual needs.</p> <p>SLT to survey all areas of the school requiring access to identify access issues.</p> <p>List of work to be drawn up and prioritised to improve access for with a visual impairment.</p> | Ongoing | <p>SEN coordinat or</p> <p>SLT</p> <p>SEN coordinat or</p> | <p>Individuals with a Visual impairment feel safe within the school environment.</p> <p>The site is accessible for all.</p> |
| Evaluate access for individuals with a physically disability. | <p>Liaise with outside agencies to support individual needs.</p> <p>SLT to survey all areas of the school requiring access to identify access issues.</p> <p>Actions identified and prioritised to improve access for individuals with a physical disability.</p> | On going | <p>SEN coordinat or</p> <p>SLT</p> <p>SEN coordinat or</p> | <p>Individuals with a physically disability feel safe within the school environment.</p> <p>The site is accessible for all.</p> |
| Ensure all fire escape routes are suitable for all and that all pupils with a disability can be safely evacuated. | <p>Request advice from Fire Officer on accessibility of exit routes and fire doors.</p> <p>Ensure fire risks assessments for the site are up to date.</p> <p>Put in place Personal Emergency Evacuation Plans for all children with a disability - read and signed by all relevant staff. Use the School Policy.</p> <p>Develop and improve the system to ensure all staff are aware of their responsibilities.</p> | <p>Autumn Term</p> <p>Spring Term</p> <p>Summer Term</p> <p>On going</p> | <p>SLT</p> <p>SENCO</p> <p>SENCO</p> | <p>All children with a disability and staff working with them are safe and confident in event of fire.</p> |

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| Adapt the physical environment to meet the needs of children with disabilities. | <p>Where needed ...</p> <p>Workstations for children with ASD. Amplification systems for Hearing Impaired.</p> <p>Taking advice from external agencies about modifications or adaptations that need to be made.</p> <p>Every attempt will be made to provide specialist equipment and learning aids will be provided where appropriate.</p> <p>Ensure visual timetables are in place; adapted for identified pupils, if needed. This is a minimum non-negotiable for all classrooms and workstations.</p> | <p>On going</p> <p>On going</p> <p>On going</p> | <p>SENCO and Class Teacher</p> <p>SENCO</p> <p>SENCO</p> <p>SENCO</p> | The physical environment is accessible to all. |
| Ensure that all outdoor and play areas are accessible for all children including those with disabilities. | Audit the outdoor, play areas and equipment with children and their parents to identify any access difficulties. | Autumn Term | SLT | <p>All individuals with disabilities be able to access the outdoor environment independently.</p> <p>All to have an understanding of each other's needs</p> |

2. Improving Curriculum Access

Woodthorne Primary School have in place a variety of access arrangements

Equal Opportunities practices should be evident;

- across the curriculum including extra-curricular activities;
- Within the ethos of the school, SMSC, the quality of personal relationships etc.

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| <p>Increase skills and confidence of teaching staff in differentiating the curriculum.</p> <p>Develop a consistent approach to differentiation.</p> | <p>Undertake audit of staff training needs on curriculum access and develop relevant training.</p> <p>Assign professional development sessions to target training needs identified (e.g.) dyslexia, differentiation, alternative recording.</p> <p>Refer/seek advice from outreach services to support staff with teaching strategies</p> <p>Collate ideas about different methods of recording from Teachers and external agencies, such as Specialist Teaching Service.</p> | <p>Autumn Term</p> <p>Autumn Term</p> <p>On going</p> | <p>SENCO</p> <p>SENCO</p> <p>SENCO</p> | <p>Increased skills and confidence of staff in implementing strategies and differentiation for Pupils</p> <p>A consistent approach to differentiation across the school.</p> |
| <p>Ensure the curriculum is accessible to all.</p> | <p>Set up a system of individual Education Plan for children with disabilities.</p> <p>Set up system for information to be shared with appropriate staff.</p> <p>Staff evaluate and review curriculum lessons throughout the year, adapting when necessary to ensure access for all.</p> | <p>Autumn Term and review termly</p> <p>Autumn Term</p> <p>Ongoing</p> | <p>SENCO</p> <p>SENCO</p> | <p>All staff aware of pupil's individual needs.</p> |
| <p>Ensure staff are aware of, and able to use SEN resources.</p> | <p>Audit all SEN ICT and other resources and make list available to all staff.</p> <p>Run individual training sessions on use of resources.</p> | <p>Autumn Term</p> <p>On going</p> | <p>SENCO</p> <p>SENCO</p> | <p>Consistent use of SEN resources in mainstream classes.</p> |