



Woodston Primary School

Accessibility Plan 2021 - 2024

Introduction:

The Equality Act 2010 requires the Governing Body to:

- Promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or who may wish to.
- Prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This Accessibility Plan sets out how the Governing Body of this school will improve equality of opportunity for disabled people. The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 to cover education, therefore since 2002 the Governing Body has had three key duties towards disabled pupils:

- Not to treat disabled pupils less favourably for reasons related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- To plan to increase access to education for disabled pupils.

Section 19 of the Children and Families Act 2014 schools must have regard to:

- The need to support the child or young person and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

In accord with aforementioned legislation this plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three key areas:

- Increasing the extent to which disabled pupils can access fully the school curriculum.
- Improving the physical environment of the school to increase the extent to which disabled pupils, staff and parents can take advantage of opportunities.
- Improving the delivery of information to disabled pupils, staff and parents of information which is provided in writing for pupils who are not disabled.

A definition of disability The Equality Act 2010 defines a person with a disability as: if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. In accord with the Equality Act the

school has considered the effects of impairment that may impact upon access to normal activities in drawing up this Accessibility Plan. The governing body has used the principles:

- To provide safe access throughout the school for all school users, irrespective of their disability.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.

The site of Woodston Primary School lends itself to physical accessibility. The EYFS and Year 1 classrooms are on one level. The Year 2-6 classrooms are on two levels but are fully accessible via steps, lifts and ramps.

Aims:

- To increase access to the curriculum for pupils with a disability .
- To improve and maintain access to the physical environment.
- To improve the delivery of written information to stakeholders.

Access to the curriculum for pupils with a disability				
Target	Strategy	Outcome	Timeframe	Responsibility
Audit of the needs of the children and the school and the CPD required in order for staff to meet those needs	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and access to the curriculum	Staff are aware of the relevant issues and can ensure that this group has equality of access to life preparation learning. The use of relevant external professionals has been made available. The core and wider curriculum will be accessible to all children.	Ongoing	SENCo SENCo Assistant <u>Classroom based provision</u> Teachers and TAs
CPD for all staff supporting pupils with Hearing Impairments	Level 1 British Sign Language course (BSL) offered to all staff. An expectation for staff who work in classes with children who have a Hearing Impairment and communicate through signing have completed the BSL course.	Children and staff will be able to communicate using BSL competently, reducing the pressure on children to communicate verbally to staff. All children will feel confident in	September 2020 onwards	SENCo SENCo Assistant All school based staff

		expressing their feelings to members of staff whilst displaying reduced anxiety and therefore accessing the curriculum confidently		
Use of aids and resources to support children in accessing the curriculum	Invest in resources such as Widgit Online, visual and hearing aids (including Soundfield systems), tablets/laptops	Children will access the curriculum and make good or better progress from their starting points	Ongoing	SENCo SENCo Assistant Teaching and support staff
Develop classrooms to promote independent learning with specific focus on Dyslexia support	Source and implement dyslexia friendly strategies in every classroom Trust CPD opportunity Recommendations and strategies provided by Support for Learning	Children will access the curriculum and make good or better progress from their starting points	Focus at the start of each year and then ongoing	SENCo SENCo Assistant Teaching and support staff
Promote wellbeing of all children in both the classroom and playground environments	Develop toolkit for teaching Staff to promote the wellbeing off all children. Learning mentor to continue to support on a reactive basis. Nurture TA to complete programmes of support as needed. Inclusion Text Library to be set up and added to.	SEMH needs of all children will be nurtured. Children will successfully access their learning and make positive progress from their starting points .	Spring term 20/21 onwards	Teaching and support staff Learning Mentor Nurture TA SENCo SENCo Assistant
Improving and maintaining access to the physical environment				
Target	Strategy	Outcome	Timeframe	Responsibility
Access to the school to be fully compliant and accessible to all	Site walk with HT/DHT, link governor and Estates manager to ensure all routes are wheelchair accessible.	Physical access to the school is accessible and safe to all who attend.	Ongoing	Estates Manager

children, parents, carers and staff	Ensure entrances/exits (external and internal) are regularly maintained. Ensure site is safe and secure.			
Implement safe external space in response to COVID-19 pandemic	Ongoing risk assessment and adjustments made as needed.	Area maintained and nurtured to provide safe and secure access to external learning environment	Autumn 20/21 Ongoing	All staff
Improving the delivery of written information for stakeholders				
Target	Strategy	Outcome	Timeframe	Responsibility
Make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested	Review all current school publications and promote the availability in different formats when specifically requested.	Information about the school available and accessible for all who request. Delivery of school information to parents and the local community improved	Ongoing	Office Team SENCo Assistant
Teaching staff, support staff and parents/carers to have SEND information readily available	All SEND information is available on school website, SharePoint. Policies /documentation is also emailed to staff when updated. School-based staff can readily access and create written documents for children with disabilities. Parents/carers will be able to access records.	Teaching staff, support-based staff and parents/carers will be well informed regarding provisions in place to support SEND children.	Autumn 20/21 Ongoing	SENCo SENCo Assistant Teachers Support staff

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