

Inspire Partnership Academy Trust

Woodside Primary School

Accessibility Plan

DATE APPROVED BY CEO:
7th November 2022

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1. AIMS

- 1.1. 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 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
 - Improve the availability of accessible information to disabled pupils
- 1.2. 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.
- 1.3. At Woodside Primary School, we firmly believe that all children have an entitlement to be educated alongside their peers in their local community. As an inclusive community we are committed to developing inclusive cultures, policies and practices. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.
- 1.4. The plan will be made available online on the school website, and paper copies are available upon request from the School Office.
- 1.5. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.
- 1.6. The school supports any available partnerships to develop and implement the plan.
- 1.7. Croydon council has produced an Accessibility Strategy to help schools develop and implement their accessibility plans for disabled pupils. It sets out how Croydon plans to increase:
 - The extent to which disabled pupils can participate in the schools' curriculums
 - Improving the physical environment of schools
 - Delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

This accessibility strategy is available to download together with further guidance to support schools to make reasonable adjustments for disabled pupils in schools published by the Equality and Human Rights Commission: [Croydon Accessibility Strategy](#).
- 1.8. 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.
- 1.9. We have included a range of stakeholders in the development of this accessibility plan, including staff and governors of the school.

2. LEGISLATION AND GUIDANCE

- 2.1. 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](#).
- 2.2. 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.
- 2.3. 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.

- 2.4. Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.
- 2.5. This policy complies with our funding agreement and articles of association.

3. ACTION PLAN

- 3.1. This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.
- 3.2. Increase access to the curriculum for pupils with a disability
 - 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
 - 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 ensure it meets the needs of all pupils
- 3.3. Improve and maintain access to the physical environment
The environment is adapted to the needs of pupils as required. This includes:
 - Ramps
 - Corridor width
 - Disabled toilets and changing facilities
 - Shelves at wheelchair-accessible height
- 3.4. Improve the delivery of information to pupils with a disability
Our school uses a range of communication methods to ensure information is accessible. This includes:
 - Internal signage
 - Large print resources
 - Pictorial or symbolic representations

Aim	Objectives	Actions to be taken	Person responsible	Timeframe	Success criteria
Increase access to the curriculum for pupils with a disability	To make reasonable adjustments so children can be hoisted for their toileting needs	Premises & health and safety officer to conduct viability for a hygiene suite. Local authority agreed to create hygiene suite with a ceiling hoist on the appropriate level for specific child.	SENCO & ELT Premises Local authority	2022-24	The environment is adapted to the needs of pupils as required. Ensuring the site is appropriate for wheelchair users who need hoisting.
Improve and maintain access to the physical environment	To ensure all extra- curricular activities continue to be planned to ensure the participation of all pupils	Review all out of school provision to ensure compliance with legislation. Monitor medium term plans to ensure trips and excursions are appropriate for all. Class teachers to follow guidance and complete risk assessments to ensure the route and destination is accessible for all children.	SENCO & SLT, Health and Safety Lead / EVC	Ongoing	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements

Aim	Objectives	Actions to be taken	Person responsible	Timeframe	Success criteria
Improve the delivery of information to pupils with a disability	To make the school prospectus, newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it. The school will ensure it is aware of the services available through the LA for converting written information into alternative formats	SENCO, SLT, Office Staff	Ongoing	Our school uses a range of communication methods to ensure information is accessible. <ul style="list-style-type: none"> • This includes: • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations

4. MONITORING ARRANGEMENTS

- 4.1. This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be approved by the Trust Leader (CEO).

5. LINKS WITH OTHER POLICIES

- 5.1. This accessibility plan is linked to the following policies and documents:
- Risk assessment policy
 - Health and safety policy
 - Equality information and objectives (public sector equality duty) statement for publication
 - Special educational needs (SEN) information report
 - Supporting pupils with medical conditions policy