



Accessibility Plan

Implemented with effect from: September 2018



Transforming children's lives
through partnership and collaboration

INCLUSION AND SAFEGUARDING STATEMENT:

We are committed to creating futures for all in a welcoming and supportive learning environment, in which all pupils feel valued and challenged to be resilient thinkers, active learners with transferable skills and have an appetite for world learning. In the Inspire Partnership all pupils are valued, inspired and respected within our happy, welcoming family.

We set high expectations for all our pupils. Practitioners give every pupil the opportunity to experience success in their learning, by providing a relevant and challenging curriculum with an emphasis on personalised learning.

All children have unique experiences to share. Across the Partnership we celebrate this diversity by valuing the contribution of all pupils and providing a learning environment that encourages interdependence.

Our Partnership is committed to safeguarding and promoting welfare of children and expects staff to share this commitment.

Introduction

The SEN and Disability Act 2001 extended **The Disability Discrimination Act 1995 (DDA)** to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

The Plan sets out the governor's proposals to increase access to education for disabled pupils in the three areas required by the planning duties set out in the DDA:

- to increase the extent to which disabled pupils can participate in the school curriculum;
- to improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- to improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

This Accessibility plan has been developed in consultation with the LA, staff and governors of the school and covers the period from September 2016- September 2020.

Admissions

The following statement is an extract from the School's Admissions Policy: The Governors of Woodside Primary School and Children's Centre supports the Special Educational Needs and Disability Act (2001). The Governors are, therefore, committed to the principle of all children having equal rights of access, if this can reasonably be provided.

The admission of a child with Disability, Special Educational Needs to the School will be conditional upon:

- (a) The parents'/guardians' full disclosure to the school of the child's disability. Appropriate planning by the school, including requests for additional funding, are dependent upon the School having access to all the relevant information
- (b) Following the procedures which are set out in any school policies relating to Disability, Special Educational Needs e.g. Assessing Children's Educational Needs
- (c) The availability of appropriate facilities within the School. These include both physical facilities and reasonable curricular provision
- (d) Agreement about the stages for which entry is being offered. In particular, transition from Primary to Secondary will be dependent upon a review of the child's needs and the evaluation of any difficulties which the child may have in accessing an appropriate education
- (f) Acceptance by the parents/guardians that some educational opportunities, which take place off-site may not be available. The above conditions will also apply, if a disability develops during the course of a child's education in Woodside Primary School.

At Woodside we pride ourselves on being a Rights Respecting school, meaning that the United Nations Convention on the Rights of a Child is at the centre of everything we do. We ensure that children are aware of their rights and the rights of others. By teaming this with a broad and balanced curriculum and an awareness of British values, the children at Woodside are able to thrive and are prepared for life beyond the school gates.

Access to Buildings and Classrooms

In the main, all areas of the school are accessible by all children and their parents. These areas are detailed below.

| Building | Features |
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| Lower Primary Building | <p>All classrooms have either flat or ramped entrances and exits. Some fire doors have mat wells that need to be remodelled to help wheelchair access. (See Action Plan)</p> <p>There is a disabled toilet with easy access.</p> <p>There is 1 step in the corridor by the school office. There are plans to replace with a ramp. (See Action Plan). There are 3 steps in the corridor up to Reception. These are difficult to remove but access can be gained on both sides from the outside.</p> <p>Corridors are wide enough for wheel chairs to be used.</p> <p>Doors have low fitted handles.</p> |
| Upper Primary Building | <p>Entrance to the building is flat allowing for easy wheel chair access.</p> <p>Some classroom entrances have flat floor entrances and wide doors with low handles. At the front of the school outside 4 classrooms currently used as Year 3 & 4 classrooms there are steps to exit the building. (Ramps to be installed - See Action Plan)</p> <p>There is a disabled toilet with easy access.</p> |
| Nursery, Nest and Children's Centre | <p>Visitor entrance is via a ramp with a semi-automated door and push buttons.</p> <p>There are 2 disabled toilets.</p> <p>Low handrails have been added and steps paint to demark step</p> <p>Fire Exits from Children's Centre, Nest and Nursery are via ramp from the front main entrance and in the rear garden.</p> |

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| Lower Hall | Main entrances are flat allowing for easy wheel chair access. Two fire exits both have external ramps leading out to the playground. Access to Kitchen Servery is clear and suitable for wheel chair bound pupils. |
| Middle Hall | Access and exit via ramp on 1 fire exit and via playground entrance. |
| Upper Hall | All access via fire exits are on the flat |
| Playground | Available to all pupils. Access is available without the need to use steps. |
| Field Area | Available to all pupils. |
| Upper Primary Garden | Available to all pupils. Garden can be accessed without using steps. A sensory garden area is being created. |
| Entrance Paths | All clear of steps allowing easy access for all pupils and parents. |

The Main Building and the Lower Junior Block are approximately 100m apart. Children in Years 3 and 4 will need to move between the buildings and while the paths between them are clear and suitable for all pupils the time and physical exertion required to do this may be a barrier to some pupils.

Evacuation Procedures

The School's Fire and Evacuation Policy lays down basic procedures for the safe efficient evacuation of the school buildings.

These procedures will be adapted to meet the specific needs of an individual. Such procedures will be discussed with the pupil and parents and will be set out in the Individual Education Plan for the pupil.

Curriculum Access: Teaching, Learning and Assessment

Our aim is that pupils with disabilities should as far as possible have access to a full and broad curriculum, similar to that followed by their peers.

As a school within the Inspire Partnership we endeavour to provide the range of support and resources that every child needs. The school has successfully supported pupils with a range of disabilities - hearing and sight impairment, physical disability, ASD and learning difficulties of varying degrees including those with dyslexia. Decisions are taken on an individual basis following a full assessment of a child's needs. Such assessment is carried out within the terms of the school's DSEN Policy and guidelines on Assessing Children who may have Disability, Special Educational Needs.

Access to the curriculum is a key issue for consideration at the stage of admission, transition within the school or when a disability develops. The Individual Education Plan (IEP) for the pupil will address the issue, which will therefore be kept under constant review.

Advice is sought from the appropriate national and local agencies. Support can come in a variety of formats through the school's staged intervention strategy.

- Input from specialist (external) teachers e.g. from the Hearing and Visual support teams
- Technological enhancements - induction loops, ICT
- Adaptation of teaching materials

The School's ICT network provides access to pupils in all locations. Effective use of these facilities can ameliorate difficulties of mobility and sight impairment in particular.

In constructing the school timetable, the school will give sympathetic consideration to individual needs. Also, furniture, seating arrangements and the classroom used can be altered to facilitate access and learning. However, the location of specialist equipment may preclude some possibilities.

In conjunction with the School's Assistant Heads for Inclusion (SENCOs), teachers will assess a pupil's need for support with assessment procedures. This will include both internal assessment procedures and external assessment such as those associated with National Tests or national qualifications.

The School's policy on Teaching and Learning incorporates advice for teachers on supporting disabled pupils. The School has an on-going programme of staff development related to meeting the needs of different learners. Specific training on the needs of pupils with hearing or sight impairment and those with specific learning difficulties, including dyslexia, is carried out as required.

Informal Curriculum

Pupils at Woodside Primary School have always been able to participate fully in the wide range of activities offered beyond the classroom consistent with the limitations imposed by any disability. This has included

- Outdoor Education
- Sports including swimming
- Music
- Clubs and activities
- Excursions and trips

Arrangements for play, recreation and other aspects of a child's social development are incorporated into a child's Provision Map, Individual Educational Plan or Behaviour Support Plan.

The suitability of any event and the need for additional support is discussed fully with parents in advance.

Information for Pupils and Parents

Parents are routinely involved in reviewing provision for their child. The child will also be involved depending on their age, ability and willingness to participate.

Large print format materials are available when required.

If either pupils or parents have difficulty accessing information normally provided in writing by the school such as handouts, newsletters, homework etc, then the school will be happy to consider alternative forms of provision in consultation with the Local Authority.

Source Materials for the new plan:

The priorities of the plan have been identified using a number of sources including:

- Census returns
- End of Key Stage results
- Pupil questionnaires
- Parent Consultations
- Multi-agency meetings
- Health and Safety Inspections
- Service Reports

It has been written to ensure that the school identifies and prevents discriminating practices which might disadvantage vulnerable groups by creating or exacerbating inequalities and barriers to learning.

Children with disabilities are a potentially vulnerable group who can be disadvantaged if policies, procedures and practices within the school do not take account of, and seek to remove barriers which could deny them the educational opportunities available to other children.

Other important plans are contained and considered within this plan. They are:

- Equality Policy
- Health & Safety Policy
- Emergency Evacuation Procedures
- Special Educational Needs/ Inclusion Policy
- Behaviour Policy
- Admissions Policy

Action Plan

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below are 3 Action Plans which show how the school will address the priorities identified in the plan.

| Action Plan 1: Increasing Physical Access to and within the school. | | | | |
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| TARGET | STRATEGIES | OUTCOME | TIME FRAME | GOALS ACHIEVED |
| Improve wheel chair access to some parts of the building by replacing worn out door mats. | Upgrade mats/ entrance surfaces | Wheel chair access will be improved. | Autumn 2018 | Done |
| To replace steps currently outside Yrs 3 and 4 classrooms with ramps to improve access | Plan for development once new tarmacking in place | Accessibility will be improved. | Summer 2019 | |
| Action Plan 2: Improving Curriculum Access | | | | |
| TARGET | STRATEGIES | OUTCOME | TIME SCALE | GOALS ACHIEVED |
| Provide training for teachers /Learning Support on differentiating the curriculum for disabled students. | Undertake an audit of staff training requirements | All teachers/ LSA's are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum. | LSAs started Jan 2018. Every Wednesday 8.30. Explorer Zone staff/SENCOs supporting teachers. | On going-dependent on individual needs that change over time |
| Plan extra-curricular and out of | Review all out-of -school | Activities conducted in an | On-going and responsive so we | On-going. Staff |

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| school activities to ensure the participation of the whole range of pupils. | provision to ensure compliance with legislation | inclusive environment with providers that comply with all current and future legislative requirements. | meet needs of individual children | aware and responsive to requirements. |
| Organise classrooms optimally to promote the participation and independence of all pupils - with particular reference to disabled students | Review and implement a preferred layout of furniture and equipment to support the learning of all students with particular emphasis on disabled students. | Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils | On-going New emphasis on independence, choice and challenge as part of the Inspire Partnership. | |
| Provide restraint training for key members of staff | Organise training | Key staff trained in practical techniques of essential manual handling. School is equipped with appropriate equipment | Rolling programme in place. Targeted staff only. | Additional staff trained 2018 |
| Improved communication of progress of individual pupils | Termly meeting with parents including pupil voice. Individual passports tracking progress shared. | Staff using passports to demonstrate progress. | Termly monitoring by staff | On going |
| Action Plan 3: Improving Written Information and signage | | | | |
| TARGET | STRATEGIES | OUTCOME | TIME SCALE | GOALS ACHIEVED |
| Written material for pupils available in alternative formats | As part of our study on meeting the needs of Children with signs of Dyslexia alternative paper, backgrounds, texts, size is being discussed with pupils and put into common use. | Able to provide written information in different formats as and when required for individual purposes. | Appropriate improvements on going. | Achieved but constantly under review. |
| Make available school prospectus, newsletters and other information for parents in alternative formats. | Ask for parents/carers to help to identify needs of stakeholders to ensure good communication. Develop use of emails and texts | All school information available for all. | All paperwork to be reviewed. Spring 2019 Verbal discussions required with | |

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| | for communication. | | some parents to ascertain needs. | |
| Signs clear and helpful to all users | Improve signage for all both internally and externally. | Signs in and around school give clear guidance to all children, staff and visitors | | |
| Emergency exit procedures | External Fire Risk Assessment carried out | Procedures in place and conforming to current H&S policies and procedures | September 2018. Action Plan to implement updates asap. | Done |
| Visual clarity at front of school | Paint around tree circles with white paint | Ensure no-one with visual impairment or in poorly lit areas trips | Autumn 2018 | Done |
| Improve visible clarity of steps around the school, inside and out. | Paint all step edges in line with Condition Survey 2015 | All steps clearly marked. | 2018-19 during holiday times | |

Management of the Plan

- The governors will be responsible for the strategic direction of the School's Accessibility Plan.
- The governors will be responsible for obtaining and allocating the funds needed to implement the priorities in the plan.
- The Principal and the Assistant Heads for Inclusion will be responsible for the day to day implementation of the plan.
- Progress of the Plan's Priorities will be reported:

to the Full Governing Body at least once per year.

in the School Prospectus

on the School website

in the School Profile

Parents/ Carers may request a copy of the Accessibility Policy/ Plan from the School Office.