

# Woodley CofE Primary School



## Our Vision

At Woodley CofE each person is unique and accepted as a child of God. Through strong Christian values and our BRIGHT attitudes to learning, we inspire hearts and minds to create life-long learners, who have the skills, knowledge and understanding to shine brightly in the world.

*"Let your light shine before others." Matthew 5:16*

## Accessibility Policy

Responsibility of: Finance and Facilities Committee  
Type of Policy: Statutory  
Date of Policy: 01/11/2023  
Date of next review: 01/11/2024

Version	Date Policy Adopted/Reviewed	Description
1	2006	
2	01/06/07	No changes
3	01/06/08	
4	01/06/09	
5	01/02/13	
6	01/02/14	
7	01/02/15	
8	01/11/18	Accessibility plan updated
9	20/06/22	Accessibility plan updated
10	01/11/2023	No changes

Alternative formats available:

[e-mail](#)  
[enlarged print](#)  
[audio](#)

## **Introduction**

All 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

## **Definition of Disability**

The Equality Act 2010 defines disability as 'A physical or mental impairment which has substantial and long-term adverse impact on a person's ability to carry out normal everyday activities'. This has some overlap with the definition of 'special educational needs' in the Education Act 1996 (which includes pupils with significantly greater difficulty in learning than the majority of children of his/her age, or a disability which means that a pupil cannot make full use of the general educational facilities provided for pupils of their age) but not all pupils are disabled by their SEN and vice versa.

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.

## **Key Objective**

To create a rich environment which enables disabled pupils, staff, parents, visitors to participate fully in the school community by identifying and eliminating barriers that could prevent this

## **Key Responsibilities**

The school recognises that the following are key responsibilities underpinning the planning duty.

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to discriminate against employing disabled staff
- Not to treat disabled pupils or staff less favourably
- To take reasonable steps to avoid putting disabled pupils at a disadvantage
- To ensure, where possible, disabled parents can access school in order that they can support their child/children
- To publish an Accessibility Plan and to update annually.

## **School Principles**

- When performing their duties all staff and governors will have regard to the SEND Code of Practice (2015)
- Compliance with the requirements of the DDA is key to all school policies
- All children are individuals and entitled to the best education they can receive regardless of any disability they may have
- Access to Education means making a full school life accessible to the disabled pupil, including extracurricular activities and events.
- The school provides all pupils with a broad and balanced curriculum, tailored to meet their individual learning requirements
- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities
- The school recognises the parents', child's and staffs' right to confidentiality

## **Activities**

The school will undertake to meet its key objective by developing three key areas,

### **1. Access to the Curriculum**

- The school undertakes to assess its provision of curriculum to pupils on a regular basis, and to use this information improve the curriculum to pupil requirements.

- Create a challenging curriculum where suitable learning challenges are set and progress of individuals achievements can be assessed
- To seek and follow the advice of services such as other schools, the Local Authority (LA), the Government, and independent bodies to achieve best practice
- Continue to follow and endorse the key principles of the National Curriculum 2000 Framework
- Through high quality curriculum planning and teaching

## **2. Access to the Physical Environment**

- The school will audit existing facilities and develop ways of making the physical environment more accessible to people with disabilities
- Consider how different impairments have specific requirements and can be best catered for within the school environment
- Consider ways of providing the most suitable aids and resources, outside of the child's SEN, or health, provision
- Consider ways of providing suitable aids and resources for disabled staff.
- To seek and follow the advice of services such as other schools, the Local Authority, the Government, and independent bodies to achieve best practice

## **3. Access to Information**

- Audit existing methods of providing information and media utilised, develop these to improve accessibility
- Work with Local Schools, Local Authority and local support services to source best materials at an appropriate cost
- Include parents, pupils and staff in the choice of the most suitable media for the disabled child

## **Linked Policies**

The plan will contribute to the review and revision of related school policies,

- School Improvement Plan
- School Local Offer
- Building and site development plan
- SEN Policy
- Equal Opportunities Policy
- Curriculum Policies

## **Publicising the Plan**

Copies of this plan will be promoted and made available to existing or prospective parents using the following means -

- School Prospectus
- Governor meetings

### Accessibility Plan – 2022-23

Equality Duty	Area to be addressed	Strategies planned for 2022-2023	Goals achieved and impact	Date completed	Evaluation	Strategies still to do
<ul style="list-style-type: none"> <li>• Access to curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• SEND awareness training</li> <li>• Equity training</li> </ul>	<ul style="list-style-type: none"> <li>• Staff attend training</li> </ul>	<ul style="list-style-type: none"> <li>• Staff aware of Equality act 2010</li> <li>• Staff plan opportunities for pupils which provide equity to school population</li> </ul>	<ul style="list-style-type: none"> <li>• Equity training – Spring term 2022</li> </ul>	<ul style="list-style-type: none"> <li>• Staff are becoming confident with equity vs equality</li> </ul>	
<ul style="list-style-type: none"> <li>• Access to environment</li> </ul>	<ul style="list-style-type: none"> <li>• How accessible is the site for children and parents?</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil/parent survey</li> <li>• Accessibility audit</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure pupil and parent views are gathered with regard to accessing the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Survey - Spring 2022</li> <li>• Audit – Spring 2022</li> </ul>	<ul style="list-style-type: none"> <li>• Parents and pupils have no concerns re: environment.</li> <li>• See actions from parent and pupil survey</li> </ul>	
<ul style="list-style-type: none"> <li>• Access to information</li> </ul>	<ul style="list-style-type: none"> <li>• Co-production of the Accessibility Policy (AP)</li> <li>• Inclusive policy formats</li> </ul>	<ul style="list-style-type: none"> <li>• Parent and pupil voice</li> <li>• Office to add in other options e.g. large print, another language etc contact office</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure that all stakeholders contribute to the AP</li> <li>• For stakeholders to be given different options for reading policies</li> </ul>	<ul style="list-style-type: none"> <li>• Survey – Spring 2022</li> </ul>	<ul style="list-style-type: none"> <li>• Use results from surveys to populate policy targets</li> </ul>	

### Accessibility Plan – 2023-24

Equality Duty	Area to be addressed	Strategies planned for 2023-2024	Goals achieved and impact	Date completed	Evaluation	Strategies still to do
<ul style="list-style-type: none"> <li>Access to curriculum</li> </ul>	<ul style="list-style-type: none"> <li>SEND training for all staff</li> </ul>	<ul style="list-style-type: none"> <li>Regular training to cover a variety of SEND needs</li> </ul>	<ul style="list-style-type: none"> <li>Staff feel more confident in their understanding of SEND and how to support and plan for children with SEND</li> </ul>			
<ul style="list-style-type: none"> <li>Access to environment</li> </ul>	<ul style="list-style-type: none"> <li>Over stimulation - sensory</li> </ul>	<ul style="list-style-type: none"> <li>Review of the school and classrooms</li> </ul>	<ul style="list-style-type: none"> <li>To ensure the school has low sensory/calming areas</li> </ul>			
<ul style="list-style-type: none"> <li>Access to information</li> </ul>	<ul style="list-style-type: none"> <li>Signposting policies on websites</li> </ul>	<ul style="list-style-type: none"> <li>Ensure policies are up to date</li> <li>Signpost parents in newsletters/email</li> </ul>	<ul style="list-style-type: none"> <li>Parents will know where to find information about local offer, SEND and accessibility policies</li> </ul>			

### Accessibility Plan – 2024-25

Equality Duty	Area to be addressed	Strategies planned for 2024-2025	Goals achieved and impact	Date completed	Evaluation	Strategies still to do
<ul style="list-style-type: none"> <li>Access to curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Review impact of changes made to curriculum on children with SEND – long term overviews, equity, planning,</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring and evaluation of changes made:                             <ul style="list-style-type: none"> <li>- Pupil survey</li> <li>- Teacher survey</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Feedback and impact around the work done to improve equity in our curriculum for children</li> </ul>			

	knowledge organisers, threshold concepts etc		with SEND.			
<ul style="list-style-type: none"> <li>Access to environment</li> </ul>	<ul style="list-style-type: none"> <li>Treads and risers</li> <li>Nosings marked</li> <li>30MM manoeuvre space – doors</li> <li>Handles at seating height</li> <li>Staff room accessibility options</li> </ul>	<ul style="list-style-type: none"> <li>School Business Manager and Site Controller to consider the areas marked in the Accessibility audit</li> </ul>	<ul style="list-style-type: none"> <li>A review of areas which have not been previously considered to ascertain whether they need addressing or can wait until there is a specific need e.g. if a pupil with that specific disability joins the school</li> </ul>			
<ul style="list-style-type: none"> <li>Access to information</li> </ul>	<ul style="list-style-type: none"> <li>SEND coffee morning</li> </ul>	<ul style="list-style-type: none"> <li>Reinstate the SEND coffee morning</li> </ul>	<ul style="list-style-type: none"> <li>Parents have a good idea about what is available to them through regular coffee mornings with guest speakers</li> </ul>			

### Ongoing targets

Equality Duty	Area to be addressed	Goals achieved and impact	Responsibility
<ul style="list-style-type: none"> <li>Access to curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Staff training</li> </ul>	<ul style="list-style-type: none"> <li>Staff are adequately trained to ensure they can meet the needs of children with SEND</li> </ul>	Head teacher Inclusion Manager
	<ul style="list-style-type: none"> <li>Planning</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum is accessible to children irrespective of their disability or need.</li> </ul>	Class teachers Inclusion Manager
	<ul style="list-style-type: none"> <li>Extra-curricular</li> </ul>	<ul style="list-style-type: none"> <li>All children can access after school clubs and school trips</li> </ul>	Phase leaders Class teachers

			Inclusion Manager
	<ul style="list-style-type: none"> <li>Equipment</li> </ul>	<ul style="list-style-type: none"> <li>Children have the correct equipment to support their learning e.g. special pencil, fiddle toys etc</li> </ul>	Class teacher Inclusion Manger
<ul style="list-style-type: none"> <li>Access to environment</li> </ul>	<ul style="list-style-type: none"> <li>Modifications for new pupils</li> </ul>	<ul style="list-style-type: none"> <li>Modifications are made for any new pupils with SEND to ensure the school site is accessible</li> </ul>	Inclusion Manager School Business manager Site Controller Head teacher Class teacher
	<ul style="list-style-type: none"> <li>Site reviews</li> </ul>	<ul style="list-style-type: none"> <li>Regular site reviews to take place with SEND in mind</li> </ul>	Inclusion Manager School Business manager Site Controller Head teacher
<ul style="list-style-type: none"> <li>Access to information</li> </ul>	<ul style="list-style-type: none"> <li>Website</li> </ul>	<ul style="list-style-type: none"> <li>Website is up to date with all policies needed, information about the local offer and the SEND information report</li> </ul>	Inclusion Manager Office staff Head teacher
	<ul style="list-style-type: none"> <li>Parents evening and reports</li> </ul>	<ul style="list-style-type: none"> <li>Parents with disabilities are offered alternative was for communication e.g. teams, email, telephone etc</li> </ul>	Class teacher
	<ul style="list-style-type: none"> <li>IEPs and annual reviews</li> </ul>	<ul style="list-style-type: none"> <li>Information is emailed out to parents but can be printed upon request</li> <li>Children on the SEND register have 3 IEPs per year</li> <li>Children with EHCPs are offered an annual review every year</li> </ul>	Class teacher Inclusion Manager

### Review and Responsibilities

<b>Date of Plan</b>	Autumn 2022
<b>Date of Review</b>	Autumn 2025

<b>Members of Staff Responsible</b>	Head Teacher Inclusion Manager School Business Manager
<b>Governors' Committee Responsible</b>	Finance and Facilities Committee
<b>The plan was approved by Governing Body on</b>	
<b>The Plan is available in alternative formats from</b>	The School Office
<b>Alternative forms available</b>	Email, enlarged print