



Accessibility Plan

Accepted by Trustees in: January 2019

Due for next review in: January 2022

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1. Aims

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, resources, facilities and opportunities provided
- Improve the availability of accessible information to disabled pupils

At Woodside we treat all our pupils fairly and with respect. This involves providing access and opportunities for all children without discrimination of any kind.

Woodside School Mission Statement September 2018

At Woodside we strive to ensure that our children are happy, confident and aspirational, always trying their best.

Woodside children are encouraged to be respectful, resilient and to take responsibility for their own actions, making positive contributions that are recognised and celebrated by the wider community.

Our Values

Creativity

Aspiration

Respect

Empathy

The Ethos of our School

Woodside School is a place for children, families, staff, trustees and the wider community to learn together in partnership in an atmosphere of aspiration, understanding, co-operation and tolerance.

We promote self-discipline, self-reliance, understanding, co-operation, perseverance and independence. We engender high standards, high achievements and high expectations. We develop the full potential of every individual.

We believe that every child brings experiences and strengths to our school that are valuable. We build on these by offering a broad, balanced curriculum that is exciting, stimulating, challenging and suited to the needs of the individual child.

We aspire to all of our children become agile, flexible, adaptable learners prepared for a future that no one can predict.

We offer an inclusive curriculum and aim to give all children a love and enjoyment of learning and an understanding and respect for the world in which they live.

We provide an accessible, stimulating environment in which every child feels safe, secure, valued and happy.

We nurture positive relationships with parents and the wider community and encourage all partners and stakeholders to take an active interest in the education and well-being of all our children and to feel part of our school.

This plan is available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including children, parents, carers, staff and trustees of Woodside School.

2. Legislation and guidance

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](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

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.

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.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives/strategies	Actions to be taken	Person(s) responsible	Date to complete actions by	Evaluated impact
<p>Increase access to the curriculum for all pupils, including those with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils</p> <p>Resources such as fiddle toys, weighted lap blankets and ear defenders purchased & in use</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum following advice from sensory intervention and</p>	<ul style="list-style-type: none"> All EYFS staff are trained in the use of Makaton & this is being rolled out to Year 1 staff (Medium term) The physical and sensory needs of all children are met through carefully planned sports sessions, art therapy, indoor/outdoor play (short term) Purchase/modify to allow all children to access all areas of the curriculum. For example, modification of texts for learners with visual impairments 	<ul style="list-style-type: none"> Makaton training booked for key members of staff Sports & PE Leadership Team to work closely with Severn Sports, SENCo and other relevant staff to monitor range & quality of activities available and experienced SENCo to work with teaching staff to identify suitable resources/modifications for all children who require support to access the curriculum 	<p>KW/RH/CB</p> <p>CR/HP/LS/CT</p> <p>SENCo/ Teaching Staff</p>	<p>Ongoing</p> <p>Started September 2018. Review in September 2019</p> <p>Started September 2018 – ongoing</p>	

	<p>inclusion professionals</p> <p>Curriculum progress is tracked for all pupils, including those with a disability</p> <p>The curriculum is reviewed to ensure it meets the needs of all children</p>	<ul style="list-style-type: none"> Modified SATs resources applied for and used as necessary All children are targeted and tracked to ensure they make good progress. Any child at risk of not making progress is identified and supported The curriculum is designed, implementation and evaluated carefully to ensure all children are motivated and included in learning. Our curriculum promotes values, positive role models, etc 	<ul style="list-style-type: none"> SENCo to work closely with SLT and teaching staff to identify intervention/support needed and the impact of this Medium-term planning carefully tailored to cohorts to stimulate and include interest, cultures, and values and promote high expectations. Medium term planning is monitored by subject and team leaders 	<p>SENCo/SLT Teaching Staff</p> <p>SLT/SENCo/ Teaching Staff</p>	<p>Reviewed formally at the end of each term</p> <p>Reviewed half-termly</p>	
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as <i>required. This includes:</i></p> <ul style="list-style-type: none"> Ramps Corridor width/tidiness Disabled parking bays Disabled 	<ul style="list-style-type: none"> The school site is accessible to all members of our school community, including the most recently refurbished areas 	<ul style="list-style-type: none"> Site Manager and headteacher to monitor and evaluate site accessibility Site Manager and headteacher to be aware of accessibility needs of any new member of our school community 	<p>Site Manager/ Headteacher</p>	<p>Ensure site is fully accessible in September 2018 and review half-termly or as necessary</p>	

	<p><i>toilets</i></p> <ul style="list-style-type: none"> <i>Library shelves at wheelchair-accessible height</i> 					
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <i>Internal signage</i> <i>Large print resources</i> <i>Makaton</i> <i>Pictorial or symbolic representations</i> 	<ul style="list-style-type: none"> All EYFS staff are trained in the use of Makaton & this is being rolled out to Year 1 staff (Medium term) 	<ul style="list-style-type: none"> Makaton training booked for key members of staff 	KW/RH/CB	Ongoing	
		<ul style="list-style-type: none"> Our librarian carefully selects and purchases large print resources for our school library 	<ul style="list-style-type: none"> Librarian able to access and purchase large print texts in collaboration with our SENCo 	AT/CT/CB	Ongoing	
		<ul style="list-style-type: none"> Teaching assistants modify texts and other school resources to allow children with visual impairments to access the same learning as their peers 	<ul style="list-style-type: none"> Modification time is timetabled into the week for the relevant TAS and they are supported by our SENCo 	CT/SP/CB	In place for September 2018. Ongoing	
		<ul style="list-style-type: none"> As appropriate, children are provided with visual timetables or communication books to support their learning 	<ul style="list-style-type: none"> Resources provided/made by teaching assistants in collaboration with our SENCo 	CT/Class Teachers	Ongoing	

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the trustee board and headteacher.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality Policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Safeguarding and Child Protection Policy
- School Anti-Bullying, British Values & Ethos statements