



Wood End School Accessibility Plan

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. This plan should be read in conjunction with the schools' Equality and Inclusion policies. It is reviewed annually by the Resources Committee; revised accordingly, and ratified by the Full Governing Body.

At Wood End School all staff, teaching and non-teaching, are committed to providing the best possible education for each child within our care, irrespective of social background, culture, race, gender, differences in ability or disabilities.

We ensure that each child has access to a number of areas of learning so that he/she is able to develop the knowledge, understanding, skills and attitudes necessary for their self-fulfilment and development as active and responsible citizens. To that end we aim to be as inclusive as is practical to all. 'Reasonable adjustments' will be made for individual pupils according to their specific needs.

Our Accessibility Plan aims to:

- **Enable access for disabled pupils to the school curriculum.** *This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.*
- **Continue to improve access to the physical environment of the school.** *For all stakeholders. This includes physical aids to access education.*
- **Continue to improve the delivery of written information to disabled pupils.** *This includes planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information will take into account pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.*

Disability

A person has a disability 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 carry out normal day-to-day activities. (Equality Act 2010)

Targets	Strategies	Timescale	Outcome
All staff receive updated STEPS training	The school's STEPS tutors will deliver training to all staff	Autumn 2019	All staff follow STEPS guidance
All staff receive epilepsy training.	School nurse will deliver training to all school staff who will be working with and supporting pupils with epilepsy.	Autumn 2019	All staff understand the triggers, symptoms and effects of the individual's seizures and know how to respond
All necessary staff receive training on identified pupils form of epilepsy.	Parents will explain triggers and responses to the nominated staff.		
Identified pupils receive support to develop their emotional literacy	Harpenden Plus Partnership will work within school with identified pupils following the protective behaviours and emotional support interventions.	Ongoing	Identified pupils gain a greater understanding of their emotions and associated behaviours, and feel more comfortable to talk about them.
Provide an interesting range of books for KS 2 pupils with Dyslexia and reading challenges.	A set of books containing content of interest to KS2, but written in an easy to read/follow way will be purchased for the KS2 library.	Autumn 2019	Increased enjoyment of reading amongst pupils with Dyslexia and reading challenges.

All staff working with children in school have the necessary training to teach and support all pupils with disabilities.	The training needs of all adults are audited annually via their annual performance management meetings. Appropriate training courses are identified and attended by the relevant/appropriate staff.	When required.	Accessibility of the curriculum and learning optimised through increased confidence and competence.
To provide a quiet area where pupils can read and feel calm.	A new library created in the KS2 building.	Spring 2019	Increased enjoyment for pupils at break and lunch time (particularly those with SEMH needs).
Ensure all new building works meet accessibility guidelines.	Use of appropriate support and guidance from LA. Recommended work listed on AMP.	Building completely accessible to all.	On-going.

Wood End School has three single storey buildings, and is fully wheelchair accessible. Disabled toilets are situated in all buildings. There is a disabled parking space in each of the two car parks.

Wood End Schools On-going Strategy:

- *Working closely with external agencies to benefit specific pupils*
- *Good communication amongst ALL staff e.g. class medical alerts, vulnerable children*
- *Constant review of practices e.g. storage of inhalers/epipens/communication system*
- *Continue practice of early identification of need through nursery visits and induction*
- *Monitor and review provision in classrooms, play areas and shared spaces around the school site*
- *Develop use of IT to facilitate learning for children with specific learning difficulties e.g. use of iPads & touch screen technology*
- *Emergency First Aid training for all staff – updated every 3 years*
- *Epipen, asthma and epilepsy training for all staff – updated annually*
- *Ensuring at least 2 staff are fully trained in Paediatric Care.*

To be reviewed by the Resources Committee Sept 2020