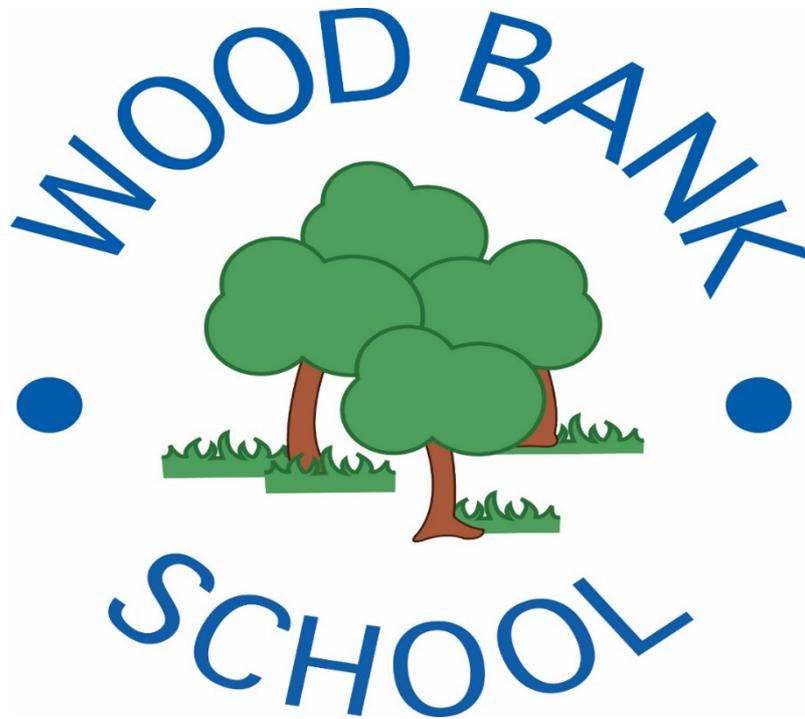


WOOD BANK SCHOOL



ACCESSIBILITY PLAN

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|------------------------------------|--------------------------------------------------------------------------------------|
| Ratification Date | July 2017 |
| Review Date | July 2018 |
| Signed (Headteacher) |  |
| Signed (Chair of Governors) |  |

Equality Statement

At Wood Bank School we intend to provide a safe, secure, caring environment where everyone is valued and respected equally. We aim to provide an inclusive education where children develop independent learning skills and are taught according to need whatever their age, gender, background, beliefs or abilities. National legislation re disabilities, race relations and special education needs underpin this policy, which has also taken into consideration national, local and school policies on Special Educational Needs, Gifted and Talented, Equal Opportunities and Health and Safety.

Philosophy

We believe that we work hard to ensure that the culture and ethos of this school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treat one another with respect. This school provides pupils with the opportunity to experience understand and value diversity.

In accordance with the planning duty in the Disability Discrimination Act 1995 and as amended by the SEN and Disability Act 2001 (SENDA) this policy and plan has been devised. It also draws on the guidance set out in "Accessing School: Planning to increase access to schools for disabled pupils" issued by the DFES in July 2002.

We welcome children with disabilities and we value the knowledge and views of parents regarding their child's disability and how it affects their ability to carry normal activities.

We believe disability is:

'A person has a disability if he or she has a physical or cognitive impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. This means that in general the person must have an impairment that is either physical or cognitive; the impairment must have adverse effects which are substantial; the substantial adverse effects must be long-term; and the long-term substantial adverse effects must be effects on normal day-to-day activities.' (Equality Act 2010)

We have a duty to promote equality of opportunity, eliminate unlawful discrimination, eliminate disability related harassment, promote positive attitudes towards disabled people and encourage disabled people to participate in school life.

We believe it is our duty to prepare and publish a disability equality scheme that will outline accessibility to the school premises and its facilities, accessibility to the curriculum, accessibility of educational services, provision of training for school personnel and pupils which result in improved outcomes for disabled pupils, parents/carers and school personnel in all aspects of school life.

We are proud of our ethos of support, collaboration and respect for one another. We strive to create a safe caring environment for all our pupils to experience success, happiness and excellence.

We are committed to providing a fully accessible environment which values and includes all pupils, school personnel, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Our aims are:

- To ensure that all school personnel with disabilities are treated fairly in regard to recruitment, performance management, promotion, staff development, teaching environment and access to the school premises.
- To reduce and eliminate barriers to access the curriculum and to have full participation in the school community for pupils, prospective pupils and our adult users with a disability.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Procedures/Practice

We have in place an Accessibility Action Plan designed to increase the accessibility of provision for all pupils, staff and visitors to the school, to make improvements in the provision of information and to increase access to the curriculum.

The School makes its accessibility plan available in the following ways:

- Via the School website at www.woodbank.calderdale.sch.uk
- Printed copies are available from the School Office

Responsibilities for Leading, Monitoring & Evaluating

The Governing Body has:

- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy
- a duty to comply with the Disability Discrimination Act 1995 and with the Disability Rights Commission Code of Practice (2002);
- a duty under the DDA (as amended by the SENDA) to publish an Accessibility Plan but not to:
 - discriminate against disabled pupils in our admissions and exclusions, and provision of education and associated services
 - treat disabled pupils less favourably
 - put disabled pupils at a substantial disadvantage
- the responsibility to work with parents to ensure the full needs of each individual child are met as we value parents' knowledge of their child's disability and its effect on their ability to carry out normal activities
- a duty to respect the child's and parents right to confidentiality

- the responsibility of providing all pupils with a broad and balanced curriculum which is differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles
- responsibility for ensuring that the school complies with all equalities legislation
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy
- responsibility for ensuring funding is in place to support this policy
- responsibility for ensuring this policy and all policies are maintained and updated regularly
- make effective use of relevant research and information to improve this policy
- responsibility for ensuring all policies are made available to parents
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and the coordinator and to report back to the Governing Body
- responsibility for the effective implementation, monitoring and evaluation of this policy.

The Senior Leadership Team will:

- work closely with the link governor and coordinator
- Work in conjunction with the Governing Body to provide an accessibility plan
- oversee the implementation of the policy and plan
- Review and adjust the Accessibility Action Plan
- organise ongoing awareness raising and training for school personnel and governors in the matter of disability discrimination
- ensure all school personnel, pupils and parents are aware of and comply with this policy
- report to the Governing Body on the procedures in place for school personnel with disabilities
- inform the Governing Body on the training programme for school personnel
- provide leadership and vision in respect of equality
- make effective use of relevant research and information to improve this policy
- provide guidance, support and training to all staff
- monitor the effectiveness of this policy by monitoring the:
 - physical environment of the school
 - provision of information
 - delivery of the curriculum by:
 - 1) monitoring learning and teaching through observing lessons
 - 2) monitoring planning and assessment
 - 3) speaking with pupils, school personnel, parents and governors

School personnel will:

- comply with all aspects of this policy
- implement the school's equalities policy and schemes
- report and deal with all incidents of discrimination
- attend appropriate training sessions on equality
- report any concerns they have on any aspect of the school community
- be aware of all other linked policies
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values
- work in partnership parents and carers keeping them up to date with their child's progress and behaviour at school
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Related Legislation/Documentation/Policies

This policy relates to the following;

- Disability Discrimination Act 1995
- SEN and Disability Act 2001 (SENDA)
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- Children and Families Act 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015

The following documentation is also related to this policy:

- Equality Act 2010: Advice for Schools (DfE)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)
- Supporting Pupils at School with Medical Conditions: Statutory Guidance for Governing Bodies of Maintained Schools and Proprietors of Academies in England (DfE)
- The Statutory Framework for the Early Years Foundation Stage (DfE)
- Reasonable Adjustments for Disabled Pupils (2012) (Equality and Human Rights Commission)
- Supporting Pupils at School with Medical Conditions (2014) (DfE)

Wood Bank School Accessibility Plan 2017 - 2018

| Development Area | Actions | Timescales |
|----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Access to a Broad & Balanced Curriculum | ➤ All children will have access to a personalized Curriculum through following one of the Curriculum Pathways; Roots, Trunk, Branching, as set out within the Wood Bank Curricular, Teaching, Learning & Assessment Framework | July 2017 |
| | ➤ Our most able children will have access to appropriate and challenging Outdoor Learning opportunities through attending a Forest School | May 2017 |
| | ➤ Our children with Profound Multiple Learning Difficulties will have access to a Multi-Sensory garden through collaboration with Sowerby Bridge Rotary Club | September 2017 |
| | ➤ All children will have access to a brand new Outdoor Learning area in the Junior Playground, with disabled access, through collaboration with Hebden Bridge Rotary Club | January 2018 |
| | ➤ Our most able children will have access to a larger classroom environment with greater opportunities for developing their independence skills through the successful completion of a £250,000 expansion programme led by Calderdale Capital Team | February 2018 |
| | ➤ Greater opportunities for offering Continuous Provision as part of the daily curriculum across the school | July 2018 |
| Access to Information | ➤ Translate key documents into a range of languages to support those families who have English as an additional language | December 2017 |

