Accessibility plan

WOODFIELD PRIMARY SCHOOL

Approved by:	Mrs J Charnley	Date: January 2018
Last reviewed on:	January 2018	
Next review due by:	January 2021	

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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, benefits, facilities and services provided

- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The school's mission statement of providing opportunities that enable every child to develop to their full potential underpins our policy and practice.

The school is inclusive and is committed to equality of opportunity for all pupils.

The school addresses and strives to remove potential barriers to learning.

It is the responsibility of each member of staff to support the school in identifying and removing such barriers to learning.

Principles

The Governing Body recognizes its duty to:

- Ensure that compliance with the DDA is consistent with the operation of its SEND policy and any other school policy that has a focus and impact on its disabled pupils, staff and parents/carers.

- Not discriminate against disabled pupils, staff and parents/carers in admission and exclusions or in provision of education and associated services

- Not treat disabled pupils, staff and parents/carers less favourably

- Take reasonable steps to avoid putting disabled pupils, staff and parents/carers at a substantial disadvantage.

- Publish an Accessibility Plan (detailed herein as follows).

The plan will be made 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.

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.

Accessibility Plan

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

Aim	Current good practice *Include established practice and practice under development*	Actions to be taken	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is	• Ensure individual access plans are in place for disabled pupils as necessary and staff are aware of individual's needs. • Ensure appropriate deployment of support staff. • Ensure all relevant staff have appropriate training on disability issues. • Ensure high quality teaching, through CPD for all to improve disabled pupils' access. • Ensure all staff are aware of specialist support available. • Adaptations are made to enable pupils to access the curriculum e.g. modified print and coloured overlays. • Seek external agency support when planning for pupils and when	Ongoing	Staff are aware of disabled pupil's needs thereby allowing them to have full access to the curriculum, working with independence when appropriate and fully interacting with peers. All staff trained to meet a child's needs. Staff aware of interventions available to support needs of al pupils.

reviewed to ensure it meets the needs of all pupils.	choosing resources and strategies to enable them to access the curriculum. • Undertake pre visits to the site of forthcoming school trips in order to be ready to deal with any difficulties that may arise. • Carry out school audit of the 'wider curriculum' such as: clubs, school visits to ensure that disabled pupils can participate			Access to clubs/activities available to all
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities	Ensure that there are no physical barriers to access for pupils with a range of disabilities. Ensure Individual Emergency Evacuation Plans are in place for all pupils with disabilities.	Ongoing Ongoing as required	Full physical access to the curriculum Plans in place.
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes:	Ensure signage is clear. Consult with parents when necessary to provide information in the appropriate format.	As required	All signage clear All information in appropriate format.

	- Internal signage - Large print resources - Induction loops	Seek advice from outside agencies on producing information in alternative formats when necessary.		

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 headteacher and the governing body. SLT will ensure that when other policies are reviewed that they are linked to the School Acessibility plan.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:
- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys			
Corridor access			
Lifts			
Parking bays			
Entrances			
Ramps			
Toilets			
Reception area			
Internal signage			

Individual evacuation plans using evacuchair			
Emergency escape routes			