



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	Outcome	Timescale	Goals Achieved
Short Term				
Staff will gain knowledge of a range of simple Makaton signs.	Speech and Language Therapist will deliver a staff meeting on Makaton. A poster of signs to be used across the school with all staff will be produced and displayed.	Staff will use the Makaton signs to communicate with all children, with a particular focus on highlighted children.	October half term 2017	Improved communication between staff and children. Increased staff confidence in communicating with all children.
Pupils with hearing impairments have access to the full curriculum.	Hearing Impairment team with work with staff to explain strategies and advise on resources needed. Teaching assistant will be trained in interventions needed to support the children.	Classrooms and learning opportunities are accessible for children with hearing impairments.	On-going.	Accessibility of the curriculum and learning optimised.

Short Term Cont ...				
Pupils with visual impairments have full access to the curriculum.	Visual Impairment team to work with staff to advise on how to amend resources, environments. Teaching Assistants receive training on resources and strategies used to support the children. Liase with families.	Children with VI are fully able to access the curriculum and school life.	On-going.	Accessibility of the curriculum and learning optimised.
Targets	Strategies	Outcome	Timeframe	Goals Achieved
Medium Term				
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.	All staff receive relevant training and are supported.	When required.	Accessibility of the curriculum and learning optimised through increased staff confidence and competence.
Long Term				
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.	Physical accessibility of school maintained and improved.

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 Standards Committee Jun 2018