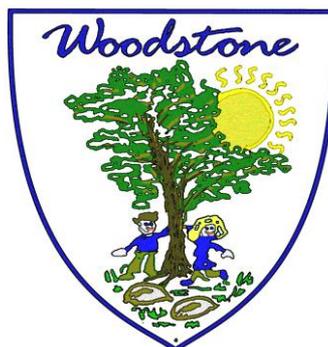


*‘Growing together,  
Learning forever’*



# Woodstone Community Primary School **Accessibility Plan**

Date: May 2020

Date for review: May 2024

Signed by the Chair of Governors:

A handwritten signature in blue ink, appearing to read "R. K. K.", is written over a blue horizontal line.

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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 to ensure children can:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contributions
- achieve economic wellbeing once they leave school.

This 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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the 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.

### 3. Action plan

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

Targets	Strategies	Outcome	Timeframe	Achieved
<b>EQUALITY AND INCLUSION</b>				
To ensure the accessibility plan becomes an annual item at Welfare, Behaviour and Safety meetings.	Clerk to Committee to add to list for W, B and S meetings.	Adherence to legislation.	Annually	
To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as appropriate.	Whole school community aware of issues.	On going	
To ensure that all policies consider the implications of disability access.	Consider during the review of policies.	Policies reflect current legislation.	On going	
<b>PHYSICAL ENVIRONMENT</b>				
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve the access to the school's physical environment for all.	Circulate "Reasonable Adjustments" classroom checklist. Ensure all classrooms and resources are organised in accordance with pupil need.	Modifications will be made to the classrooms.	On going	
<b>CURRICULUM</b>				
To continue to train staff to enable them to meet a range of needs of children with a range of SEN.	SENCo to review the needs of children and provide possible training for staff as needed.	Staff are able to enable all children to access the curriculum.	As needed	
To ensure that all children are able to access all out of school activities e.g. clubs, trips, residential visits etc.	Review of out of school provision to ensure compliance with legislation.	All providers of out of school education will comply with legislation to ensure that the needs of all children are met.	On going	
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed e.g special pencil grips, headphones, writing slopes etc	Children will develop independent learning skills	Reviewed termly by SENCo.	
To ensure ICT appropriate to pupils with disabilities	Review accessibility of ICT using specialist advice	Modifications will be made as appropriate to ensure learning is equal to other children	SENCo	
To meet the needs of individuals during statutory end of KS2 tests.	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc will be applied for as needed.	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.	As needed.	
<b>WRITTEN/OTHER INFORMATION</b>				
To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary.	Written information will be provided in alternative formats as necessary.	As needed.	
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	Staff to hold parents' evenings by phone or send home written information.	Parents are informed of children's progress.	Termly	



## **4. Monitoring arrangements**

This document will be reviewed every **4** years, but may be reviewed and updated more frequently if necessary. It will be approved by the governing board.

## **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	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1	-		
Corridor access	Corridors are wide and suitable for wheelchairs. They are arranged in a way that avoids tripping hazards.	--		
Lifts	0	-		
Parking bays	2 disabled parking bays	-		
Entrances	Entrances are wide enough for wheelchair access.	-		
Ramps	There are four wide ramps around the school to access different areas safely. All ramps have level surfaces and do not require hand rails	-		
Toilets	1 disabled toilet	-		

Reception area	Entrance to the reception area permits passage of a wheel chair.	-		
Internal signage	All areas in the school are clearly signed.	-		
Emergency escape routes	<p>There is a visible as well as audible fire alarm system. Exit routes are accessible to all, including wheelchair users.</p> <p>All fire warning devices and detectors are checked routinely and regularly.</p> <p>Regular fire drills are carried out.</p> <p>Evacuation routes are checked routinely and regularly for freedom from obstacles and locked doors.</p>	-		