

WOOD FOLD PRIMARY SCHOOL

ACCESSIBILITY PLAN

Policy agreed (date):	May 2023
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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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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.

All pupils follow the National Curriculum except where disapplication is clearly indicated and this decision is fully supported by the LA. All pupils with special educational needs and disabilities will follow the same curriculum as their peers, adapted and differentiated where necessary. Pupils who need it, are withdrawn for short periods for individual interventions based on their next steps and learning needs. Care is taken not to disadvantage pupils by this withdrawal.

All pupils play a full part in the life of the school. They have entitlement to all curricular and extra-curricular activities carried out at school.

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, the complaints procedure sets out the process for raising these concerns.

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

LEGISLATION 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

ACTION PLAN:

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

AREA	AIMS	HOW WILL THIS BE IMPLEMENTED?	PEOPLE INVOLVED/ RESPONSIBLE	TIMESCALE
<p>Increase access to the curriculum for pupils with a disability.</p>	<ul style="list-style-type: none"> • To ensure that Wood Fold offers a curriculum which enables all pupils to achieve and is reviewed to make sure it meets the needs of all pupils. • To ensure that all pupils have access to all areas of the curriculum; staff ensure they remove all barriers to learning. • Ensure that all recommendations from agencies and reports are implemented and monitored. • To ensure that teachers continue to plan content using a 'breakdown of learning sequence' to help incorporate small step progress for SEND children. • To ensure that every member of staff has the highest expectations of all children. • Curriculum resources include examples of people with disabilities including other protected characteristics. • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs & interventions are carried out where needed. 	<p>The curriculum is monitored and adapted when needed continuously to meet the needs of all children, ensuring the protected characteristics are taught and embedded and equality and diversity is prominent. Scrutiny of the curriculum is also welcomed via external consultants.</p> <p>Subject leaders and SLT monitor the quality of teaching provision using triangulation of evidence, such as book/ planning scrutiny, observation and pupil voice.</p> <p>The T&L lead and Senco will work hand in hand to ensure the quality of provision for children with SEND is appropriate and adheres to the recommendations from agencies.</p> <p>Identified pupils to work with speech and language therapists, physio therapists and play therapists on specific programmes.</p> <p>Outreach support for PE for those under OT, and the specialist PE teacher differentiates the PE curriculum for physical needs and provision of differentiated skills</p> <p>Follow recommendations from TESS, Speech and Language and Educational Psychologist to adapt resources and how information is orally delivered.</p>	<p>Classroom teacher Subject leaders SLT/ MLT SENCO Teaching and Learning/ Curriculum lead</p>	<p>Ongoing and adapted as needed</p>

	<ul style="list-style-type: none"> • To ensure staff continue to receive necessary and timely training on a range of effective strategies to support learners with SEND- focusing on key areas of need as they arise. • Raising the awareness of a range of protected characteristics and of equality via: <ul style="list-style-type: none"> - Staff meetings - PSHE curriculum - Assemblies - Celebrating differences/ diversity across the curriculum - producing a rounded individual that is fit for life- mentally, physically, emotionally and with a good understanding of personal safety. • school visits are accessible for all pupils (with reasonable adjustments) • Access arrangements will be made to assist pupils with access to examinations. 	<p>Subject leaders also track progress for all pupils in their subject on a half termly basis, as well as the headteacher tracking progress during the termly assessment cycle.</p> <p>Audit current interventions and their success/impact on progress - Provision mapping and continuous class discussions with each teacher. Impact measured from a start to end point over specific timescale.</p> <p>Every staff meeting is considered CPD and training, and adequate time is allocated to training specific to learning needs.</p> <p>All children have the opportunity to attend at least 3 school trips over the academic year, as well as Forest Schools Project and Community Project- These trips and projects are chosen carefully to ensure that every child is included in each of these. Risk assessments completed are checked thoroughly to ensure accessibility.</p> <p>Pastoral support for pupils in need with the Pastoral team.</p> <p>The access arrangements are organised effectively during the exam period and pupils are able to utilise the full range of access arrangements that they are entitled to.</p>		
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<p>Improve and maintain access to the physical environment.</p>	<ul style="list-style-type: none"> The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> Ramps Corridor width Disabled parking bays Disabled toilets and changing facilities Library shelves at wheelchair-accessible height Classrooms are optimally organized for all pupils. pathways of travel around school are clear and safe; emergency evacuation systems are set up to inform all pupils – alarms with both visual and auditory components access to all areas is well lit no signs or decorations around school are confusing or disorientating to pupils with visual impairment, epilepsy or autism minimal background noise for hearing impaired pupils – consideration of a room's acoustics all furniture and equipment must be selected to suit the needs of all pupils. The car park, roads, paths around school are as safe as possible. 	<p>Disabled access considered carefully within any new building developments e.g. new Nursery building.</p> <p>Safety checks of the full school grounds are completed daily by the caretaker on arrival in the morning.</p> <p>The Accessibility Audit is undertaken annually and taken to the appropriate governing committee for discussion and planned action.</p> <p>Disabled toilet and changing facilities are available and maintained.</p> <p>Electronic sensor lights have been installed which react to movement.</p> <p>School policy maintains a clutter- free, tidy classroom and intervention room to eliminate any potential hazards for staff and in particular children with visual needs. Checks are completed on a daily basis by SLT and weekly by school council.</p> <p>Timetabling takes into account the teaching of Music- the other class is outside or in the hall for PE.</p> <p>Constant communication with parents via safety messages /letters/ newsletter/ Twitter</p> <p>Park and Walk facilities maintained at St Maries Church (am & pm) and Alberts Restaurant & Aldi (am).</p> <p>'Walk to school week' is promoted every year</p> <p>'Bikeability'- Level 2 Road Safety Cycling Proficiency course completed for Year 6 children</p> <p>Staff monitoring school car park during school events.</p> <p>X2 Disabled car parking spaces available</p>	<p>All staff</p> <p>Caretaker</p> <p>Governing Body board</p> <p>Health & Safety Governor</p>	<p>Daily checks of school grounds</p> <p>Annual Accessibility Audit</p> <p>Daily and weekly checks for clear pathways and tidiness.</p>
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<p>Improve the delivery of information to pupils with a disability.</p>	<p>Ensure we provide a range of communication methods to make sure information is accessible.</p> <p>Ensure we have the option to promptly make available written material in alternative formats when specifically requested.</p> <p>Make it known that we can provide information in different formats upon request ie school website/ school office/ emails.</p> <p>Ensure the consistent use of (and the embedding of) dyslexia friendly cursive font.</p> <p>Ensure that adjustments are made in exercise books, resources, external assessment resources (where appropriate and instructed) such as use of colour paper/ pens, spacing, layout etc</p>	<p>Provide a range of communication methods to make sure information is accessible. This should include:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations <p>The T&L lead and Senco will work hand in hand to ensure the quality of provision for children with SEND is appropriate and adheres to the recommendations from agencies.</p> <p>Resources adapted to the specific needs of the individual, including matt laminating pouches to be used to eliminate glare and reflectivity, specific font and font size for visually impaired pupils.</p> <p>Software is available to support pupils in learning.</p> <p>Recording devices available to support pupils with working memory difficulties. Writing slopes and aids to enhance writing position and comfort when writing.</p> <p>Dyslexia friendly training for key staff to support individuals. Purchase of phonics books to support dyslexic readers.</p> <p>School to make itself aware of the services available for converting written information into alternative formats</p>	<p>All staff</p> <p>Office staff</p>	<p>Autumn Term</p> <p>Check website each academic year</p> <p>Include in Autumn term parents newsletter and make explicit on the school website.</p> <p>ongoing</p>
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MONITORING ARRANGEMENTS:

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the headteacher and the governing board.

It will be approved by the headteacher and the governing board.

LINKS TO 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
- SEND policy & School's Offer
- Supporting pupils with medical conditions policy