

## **Woodlands Primary School Accessibility Plan**

**January 2023**

This Accessibility Plan applies to Woodlands Primary School and all governors and staff must abide by the plan, which has been adopted in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust.

It is the responsibility of the local governing body and Headteacher of the school to ensure that their school and its staff adhere to this plan. In implementing this plan, school staff must take account of any advice given to them by the Executive Headteacher and/or Board of Trustees.

This plan is subject to the GLT Equalities Policy and the Scheme of Delegation approved for the school. If there is any ambiguity or conflict then the GLT Equalities Policy and the Scheme of Delegation and any specific Scheme or alteration or restriction to the Scheme approved by the Board of Trustees takes precedence. If there is any question or doubt about the interpretation of this, the Executive Headteacher should be consulted.

### **Approval and review:**

This plan is the responsibility of: Charlotte Smith

This plan was approved by the Local Governing Body on: 30 .01.23

This plan is due for review by: 30.01.24

## **Woodlands Primary School Accessibility Plan**

### **Introduction**

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the school has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Local Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

We are working within a national framework for educational inclusion provided by:

- Equality Act 2010
- The SEN Revised Code of Practice 2015
- The Disability Discrimination Act 1995 (amended for schools in 2001)

### **Woodlands Primary School**

The school is an amalgamation of two schools linked by a corridor. There is a nursery over two classrooms and a Hearing Resource Base. The majority of the building is one storey and there is access to a disabled toilet. On the KS2 side there are two two-storey parts each with two classrooms and a practical area.

### **School's Vision:**

To be outstanding in all.

**PLANS TO INCREASE ACCESS TO EDUCATION FOR DISABLED PUPILS BY AREA:**

**A) INCREASING THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM:**

OBJECTIVE	TIMEFRAME
To ensure that Individual Education Plans have been completed on a termly basis for pupils with SEN and disability.	On-going every term
To ensure that Annual Reviews have been completed on a termly basis for pupils with SEN and disability.	On-going annually
To ensure that Risk Assessments are carried out for trips for pupils with SEN and disability.	As needed

**B) IMPROVING THE ENVIRONMENT OF THE SCHOOL TO INCREASE THE EXTENT TO WHICH DISABLED PUPILS CAN TAKE ADVANTAGE OF EDUCATION AND ASSOCIATED SERVICES**

OBJECTIVE	TIMEFRAME
To ensure that there is an accessible classroom for each year group for pupils with SEN and disability	On-going annually
To ensure safe escape routes for pupils with SEN and disability	As required
To ensure safety by limiting trip hazards around the school	September 2022

**C) IMPROVING THE DELIVERY TO DISABLED PUPILS OF INFORMATION, WHICH IS PROVIDED IN WRITING FOR PUPILS WHO ARE NOT DISABLED**

OBJECTIVE	TIMEFRAME
The website is written in user-friendly language, with as non-complex vocabulary as we can manage	On-going and reviewed annually
Pupils with SEN and disability are supported by the use of adapted materials to support the curriculum (e.g. visuals, radio aids) and modified learning environment (e.g. Sound proof HIRB, contrasting tape)	On-going and reviewed three times a year
Pupils with HI are supported by trained support staff	On-going and reviewed annually