

WOODLANDS PRIMARY SCHOOL



ACCESSIBILITY PLAN

Reviewed Date: September 2024

To be reviewed: September 2025

WOODLANDS PRIMARY SCHOOL – ACCESSIBILITY PLAN

INTRODUCTION

At Woodlands Primary School, we want all our children to develop a life-long love of learning and to enjoy being challenged to achieve their best, so they are ready for the next stage of their development in this ever-changing world. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

PURPOSE OF PLAN

This plan shows how Woodlands Primary School intends, over time, to further increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

DEFINITION OF DISABILITY

The Equality Act (2010) defines a person with disabilities as *'someone who has a physical or mental impairment that has a substantial and long term (a year or more) adverse effect on his/her ability to carry out normal day-to-day activities'*. This includes sensory impairments such as those which affect sight and hearing, and long-term health conditions such as asthma, diabetes or epilepsy.

CONTEXT

Woodlands Primary School is a single storey building located on two sites (Infant/Junior). It was built in 1964. Accessible toilet facilities are available on both sites. There are car parks on both sites, with disabled parking bays. There is level access to both school buildings.

At present, we have no wheelchair dependent pupils however we do have some pupils with mobility difficulties.

CURRENT RANGE OF KNOWN DISABILITIES

The school has children with a range of disabilities, across all areas of SEND

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory/Physical Needs

ACCESS FOR DISABLED PUPILS TO THE SCHOOL CURRICULUM

Through rigorous self-review and continuous professional development, we further enhance staff knowledge, skills and understanding to facilitate outstanding teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. This includes children in our 2-year-old provision, our resource provision, after-school clubs, leisure and cultural activities and educational visits.

Target	Strategies	Timescale	Responsibility	Success Criteria
Ensure classroom support staff have specific training on disability issues	<p>TAs access appropriate training:</p> <p>De Escalation training</p> <p>Team Teach training for designated staff</p> <p>Sensory impairment training</p> <p>Epilepsy training</p> <p>Asthma training</p> <p>Diabetes training</p>	As identified by TA meetings with Line Manager (SLT)	SLT and SENDCO	<p>Raised awareness of SEND reforms</p> <p>Raised awareness of conflict spiral and de-escalation strategies</p> <p>Signpost to resources to support in classroom</p>
Ensure all staff are aware of disabled children's curriculum access	<p>Set up a system of individual access plans for disabled pupils when required</p> <p>Information sharing with all agencies involved with child (Action for Inclusion)</p>	As required	SENDCO and SLT	All staff aware of individual needs
Use ICT software to support learning	Ensure software is installed where needed	As required	ICT SENDCO and SLT	<p>SEND pupils able to access the curriculum more effectively with improved visual aids</p> <p>Braille machine</p>

				iPad or similar with VI applications to support visually impaired children
Ensure Soundfield systems are in working order	Monitor and maintain sound equipment Liaise with HI specialist teacher	Daily	Class teacher / Teaching Assistant	Classroom ready to receive hearing impaired pupils
Educational visits accessible to all	Risk assess new venues for appropriateness	As required	Class teacher / EVC	All pupils within school able to access all educational visits and participate in a range of activities
Ensure PE curriculum is accessible to all	Research accessible PE and disability sports Ensure curriculum is tailored to individual need	As required	Class teacher/PE co-ordinators	All pupils to access PE curriculum and have opportunity to excel
Meet need of pupils with temporary physical difficulties (broken limbs/operations)	Risk assessments completed with parents and staff. Additional staff to support if appropriate.	As required	SENDCO / SLT	Individual pupils will have their needs met with appropriate support and resources. Class teachers involved in writing Risk Assessments.
Continue to provide support for Young Carers	Class teachers to inform Learning Mentor of circumstances Direct access to Learning Mentor support for families Special activities to acknowledge their inspiring contribution to family and school.	As required	SENDCO/Learning Mentor / SLT	Young carers identified and supported resulting in appropriate adjustments being made and an increase in self-esteem. The profile of young carers will be raised amongst staff
Continue to provide support for bereaved children	Class teachers to inform Pastoral Team of any support required	As required	SENDCO/Learning Mentor / SLT / ELSA	Bereaved children identified and supported. Appropriate

				adjustments made
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PHYSICAL ENVIRONMENT OF THE SCHOOL

Woodlands Primary School is a single storey building located on two sites (Infant/Junior). Accessible toilet facilities are available on both sites. There are car parks on both sites, with disabled parking bays. There is level access to both school buildings.

Target	Strategies	Timescale	Responsibility	Success Criteria
Ensure school is aware of access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of SEND paperwork Be aware of access needs of staff, parents/carers, governors and meet as appropriate	As required Induction and as required	SENDCO / SLT / Class Teacher	SEND paperwork in place for disabled pupils and all staff aware of individual needs
Layout of school to allow access for all pupils to all areas	Liaise with Specialist Teacher of the Visually Impaired and the other outside agencies e.g. Occupational Therapist	As required	SENDCO / SLT / Class Teacher	Site secure for VI pupils VI pupils feel safe
Ensure all disabled pupils can be safely evacuated	Ensure all 1:1 staff are aware of their responsibilities	As required Annually (Appraisal)	SENDCO / SLT / Class Teacher	All disabled pupils and 1:1 staff are safe in the event of a fire
All fire escape routes are suitable for all	Health and Safety audit	Annually	SENDCO/Health and Safety Officer / SLT / Class Teacher	All disabled pupils, staff and visitors able to evacuate safely

DELIVERY OF WRITTEN INFORMATION TO DISABLED PUPILS

Woodlands Primary School makes written information available to disabled pupils through the sourcing of additional materials/equipment (handouts/textbooks/ICT software). This ensures that disabled pupils are appropriately supported within their daily lessons.

Target	Strategies	Timescale	Responsibility	Success Criteria
Update website in line with new SEN legislation (Available in translation on website)	Update website using advice and templates provided by the LEA.	As required	SENDSCO / SLT	Website information available, accessible and compliant with requirement for access
Provide access to translation services for parents for whom English is an additional language.	Connect to Language Line service as required .	As required	SENDSCO/EAL Lead	Parents are able to understand and respond to school's communication about the needs of their child/children
Ensure information to parents/carers is accessible	Learning Mentor to support parents to access information and complete forms	As required	Learning Mentor / Admin / Class Teacher	All parents able to access appropriate information and complete forms All parents receive information in their preferred way
Child SEND Profiles to be accessible	Provide information in clear, concise language	Annually	SENDSCO	Staff aware of pupil's preferred method of communication
Ensure the delivery of writing is in an appropriate format for VI pupils	Provide suitably enlarged clear print for VI pupils ensuring background contrast colours are matched to individual need Provide iPads or equivalent for pupils with Visual Impairment when recommended by Specialist Teacher	Ongoing	SENDSCO / class Teacher / teaching assistant	All pupils can access written information

This policy/document was reviewed by:

Signed: A Morphet

Date: 19.09.24

Position: SENDCO

The next revision date is: September 2025