

Accessibility Plan

(To be read in conjunction with our Inclusion Policy)

Woodland View Primary School

Introduction/Context

The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. This plan seeks to address the statutory requirements of the Equality Act 2010 and to further the aims of our vision statement by:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils, staff, parents and visitors

Definition of disability

'You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities'

- 'substantial' is more than minor or trivial, e.g. it takes much longer than it usually would to complete a daily task like getting dressed
 - 'long-term' means 12 months or more, e.g. a breathing condition that develops as a result of a lung infection
- (Equality Act 2010)

Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision. The SEND Code of Practice 0 to 25 Years (DfE, Jan 2015) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definition of special educational provision

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

Woodland View Primary School has adopted this accessibility plan in line with the school's inclusion policy with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged. This plan is created in response to the recommendations made in our school's last access audit which took place in Summer 2019.

Our inclusion policy outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's publication of equality information and objectives explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our inclusion policy for an outline of our full provision to support pupils with SEND.

Increasing the extent to which disabled pupils can participate in the curriculum.

Woodland View Primary School is committed to providing a fully inclusive curriculum and extra-curricular experience for all pupils. This includes meeting the needs of all our pupils with additional needs, including those with disabilities. Decisions regarding access to the curriculum and wider curriculum will be made based on each individual's needs and will include the views of the pupil, parents and any outside agencies involved.

Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.

The classrooms at Woodland View Primary School are all on one level and there is a ramp or stairs leading to the lower playground. There are two disabled parking spaces at the front of the school and the gates leading to school allow for wheelchair access. There are double doors throughout the corridors to allow for easy access around the school. Woodland View has disabled toilet and shower facilities.

Improving the availability of accessible information to disabled pupils, staff, parents and visitors.

We strive to ensure that all stakeholders and visitors feel welcome and included in our school environment. We will continue to make all reasonable adjustments to ensure that information is available in a format that suits the needs of the individual with additional needs within a reasonable time frame, upon request.

Associated Policies and Plans

- Inclusion Policy and Send report
- Equality Duty
- Behaviour and Anti-Bullying Policy
- Physical Handling Plan
- Health and Safety Policy

Development and Publication

The plan has been drawn up in conjunction with pupils, parents, staff and governors of the school and, where possible, the wider community. The plan will be available on the school website and a hardcopy is available on request.

Monitoring and Review

Equality impact assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity Issues as required by the Equality Act 2010.

The Accessibility Plan will provide a projected plan/targets for the three year period ahead of the next review date.

Plan

Target	Strategy	Responsibility/ cost	Outcome
Curriculum Access			
To enhance staff knowledge in how to support children with speech, language and communication needs.	Review the use of ages and stages for those who move on from our Chatterway programme and ensure this becomes embedded.	NM and links with AM/KH regarding English aspects.	Speech, language a communication needs have an increased profile across the school.

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Regularly consider and review school trips to ensure full inclusion of those pupils with SEND	Review and monitor all trips to ensure inclusion for all pupils.	NM/EVC co-ordinator	A range of trips are offered that are inclusive and meet the needs of all pupils.
Physical Access			
Staff to be trained in the 'team teach' model of positive handling and de-escalation	Senior Leaders and key staff to complete team teach training on site.	£800	Staff are equipped and confident in de-escalation strategies and positive handling techniques.
Delivery of Information			
Key information for all stakeholders to be available in an accessible way within a reasonable time frame	A copy of our School Brochure, welcome information and safeguarding leaflet will be available for parents with additional needs, for example, in large print, on request. This will be made available within a reasonable time of being notified.	Creation and printing costs will differ depending on need.	All stakeholders will have access to important school information in a format that is suitable to their needs.
Curriculum content to be made accessible based on individual need.	Teachers will continue with their inclusive classroom practice by providing resources and content accessible to those with additional needs on an individual basis. The Adaptive Teaching approach will continue to ensure all children can access lesson content at their level.	Additional cost may be necessary based on individual need.	All pupils have access to a fully inclusive curriculum to enable them to reach their full potential.

Reviewed and up-dated: September 2023