



# Accessibility Plan

## 2022 - 2025

Accepted by Trustees in: May 2022

Due for next review in: May 2025

## Contents

1. Aims .....	2
2. Legislation and guidance .....	3
3. Action plan .....	<b>Error! Bookmark not defined.</b>
4. Monitoring arrangements.....	7
5. Links with other policies .....	7

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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.

At Woodside we strive to ensure that our children are happy, confident and aspirational, always trying their best. Woodside children are encouraged to be respectful, resilient and to take responsibility for their own actions, making positive contributions that are recognised and celebrated by the wider community.

Our school values are Creativity, Aspiration, Respect and Empathy. Woodside School is a place for children, families, staff, trustees and the wider community to learn together in partnership in an atmosphere of aspiration, understanding, co-operation and tolerance.

We promote self-discipline, self-reliance, understanding, co-operation, perseverance and independence. We engender high standards, high achievements and high expectations. We develop the full potential of every individual.

We believe that every child brings experiences and strengths to our school that are valuable. We build on these by offering a broad, balanced curriculum that is exciting, stimulating, challenging and suited to the needs of the individual child. We aspire to all of our children become agile, flexible, adaptable learners prepared for a future that no one can predict. We offer an inclusive curriculum and aim to give all children a love and enjoyment of learning and an understanding and respect for the world in which they live. We provide an accessible, stimulating environment in which every child feels safe, secure, valued and happy.

We nurture positive relationships with parents and the wider community and encourage all partners and stakeholders to take an active interest in the education and well-being of all our children and to feel part of our 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 children, parents, staff and trustees of our 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 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

AIM	CURRENT PRACTICE	GOOD OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	EVALUATED IMPACT
<b>Increase access to the curriculum for pupils with a disability</b>	<ul style="list-style-type: none"> <li>Our school offers a carefully designed, differentiated curriculum for all children</li> </ul>	<ul style="list-style-type: none"> <li>All EYFS staff are trained in the use of Makaton &amp; use of Makaton rolled out across whole school, particularly for key children</li> </ul>	<ul style="list-style-type: none"> <li>Makaton training booked for key members of staff</li> </ul>	KW/CT	Ongoing	
	<ul style="list-style-type: none"> <li>We use resources tailored to the needs of children who require support to access the curriculum, including fiddle toys, weighted blankets, ear defenders, etc.</li> </ul>	<ul style="list-style-type: none"> <li>The physical and sensory needs of all children are met through carefully planned sports sessions, art therapy, indoor/outdoor play</li> </ul>	<ul style="list-style-type: none"> <li>Sports &amp; PE Leadership Team to work closely with SENDCo, TNS and other relevant staff to monitor range &amp; quality of activities available and experienced</li> </ul>	CR/LS/CT Teaching Staff	Ongoing	
	<ul style="list-style-type: none"> <li>We use resources and curriculum modifications tailored to the needs of children who require support to access the curriculum following advice from sensory intervention and inclusion professionals</li> </ul>	<ul style="list-style-type: none"> <li>Purchase/modify to allow all children to access all areas of the curriculum. For example, modification of texts for learners with visual impairments</li> </ul>	<ul style="list-style-type: none"> <li>SENDCo to work with teaching staff to identify suitable resources/modifications for all children who require support to access the curriculum</li> </ul>	CT	As part of transition discussions for September and reviewed through termly PCP meetings	
	<ul style="list-style-type: none"> <li>Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Modified SATs resources applied for and used as</li> </ul>	<ul style="list-style-type: none"> <li>SENDCo to work closely with SLT and teaching staff to identify intervention/support needed and the impact of this</li> <li>Medium -term planning carefully</li> </ul>	CB/KW/LJ/CT  Teachers/SLT/SENDCo	Termly	

	<p>progress is tracked for all pupils, including those with a disability</p> <ul style="list-style-type: none"> <li>• Through PCP plans and meetings, targets are set effectively and are appropriate for pupils with additional needs</li> <li>• The curriculum is reviewed to make sure it meets the needs of all pupils</li> </ul>	<p>necessary</p> <ul style="list-style-type: none"> <li>• All children are targeted and tracked to ensure they make good progress. Any child at risk of not making progress is identified and supported.</li> <li>• The curriculum is designed, implementation and evaluated carefully to ensure all children are motivated and included in learning.</li> <li>• Our curriculum promotes values, positive role models, etc.</li> </ul>	<p>tailored to cohorts to stimulate and include interest, cultures, and values and promote high expectations</p> <ul style="list-style-type: none"> <li>• Medium term planning is monitored by subject and team leaders</li> </ul>		Termly	
<b>Improve and maintain access to the physical environment</b>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor width, and lack of clutter in corridors</li> <li>• Disabled parking bays</li> </ul>	<ul style="list-style-type: none"> <li>• The school site is accessible to all members of our school community, including the most recently refurbished areas</li> </ul>	<ul style="list-style-type: none"> <li>• Facilities Manager and Headteacher to monitor and evaluate site accessibility</li> <li>• Facilities Manager and Headteacher to be aware of accessibility needs of any new member of our school community</li> </ul>	Facilities Manager/ Headteacher	Ensure site is fully accessible in September 2022 and review half - termly or as necessary	

	<ul style="list-style-type: none"> <li>• Disabled toilets</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>					
<b>Improve the delivery of information to children with a disability</b>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Makaton</li> <li>• Pictorial or symbolic representations</li> <li>• Training of key staff with professionals who can offer advice</li> </ul>	<ul style="list-style-type: none"> <li>• All relevant staff are trained in the use of Makaton</li> <li>• Our librarian carefully selects and purchases large print resources for our school library</li> <li>• Teaching assistants modify texts and other school resources to allow children with visual impairments to access the same learning as their peers</li> <li>• As appropriate, children are provided with visual timetables or communication books to support their learning</li> </ul>	<ul style="list-style-type: none"> <li>• Makaton training booked for key members of staff</li> <li>• Librarian able to access and purchase large print texts in collaboration with our SENDCo</li> <li>• Modification time is timetabled into the week for the relevant TAS and they are supported by our SENDCo</li> <li>• Resources provided/made by teaching assistants in collaboration with our SENDCo</li> </ul>	<p>KW/CT</p> <p>AT/CT</p> <p>SLT/CT</p> <p>CT</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Weekly/half-termly</p> <p>As necessary</p>	

## **4. 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. It will be approved by the Governing Board.

## **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- › 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
- › Safeguarding and child protection policy
- › School peer-on-peer abuse policy, British Values statement and school values