

WOOD FOLD PRIMARY SCHOOL

ACCESSIBILITY PLAN

Policy agreed (date):	September 2021
Policy published (including on website) (date):	20 th September 2021
Next review (date):	September 2022

Wood Fold Primary School recognises that many of its pupils, visitors and staff, whether with special educational needs and / or disabilities or otherwise, have individual needs when using school and facilities.

However, we also recognise that for some pupils, the nature of their special educational needs / disabilities may mean that they experience specific difficulties related to accessing education, and the physical environment. As part of the ongoing commitment to the delivery of an inclusive educational service, we will endeavour to ensure that pupils with special educational needs / disabilities receive the same standards of education. In the light of this, the school will provide appropriate special educational needs / disability awareness training for staff.

In order to ensure that the educational services we provide effectively meet the needs of pupils with special educational needs / disabilities, we will:

- Consult with pupils, parents, staff and relevant internal / organisations.
- Plan to make access improvements to enable pupils, visitors and staff to access all areas of the building.
- Monitor the implementation and effectiveness of this policy on a regular basis.

Schools' duties around accessibility for disabled pupils.

Schools and LAs need to carry out accessibility planning for disabled pupils.

These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the Equality Act 2010

Part 5A of the Disability Discrimination Act 1995 (DDA) requires the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This Accessibility Plan and the accompanying action plan forms part of the schools Equality Policy & Action Plan and sets out how the governing body will improve equality opportunity for disabled

people. The SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the Governing Body has had three key duties towards disabled pupils under part 4 of the DDA:

- Not to treat disabled pupils less favourably for reasons related to their disability;
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the 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. This plan incorporates the school's intention to increase access to education for disabled pupils. Wood Fold Primary School's Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs by:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities and services provided or offered by the school;
- improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. Attached is an action plan, (Appendix 1) showing how the school will address priorities identified in the plan.

SCHOOL AIMS AND RESPONSIBILITIES

DELIVERY OF THE CURRICULUM

We will ensure that with support from the LA that:

- teachers and learning support assistants have the necessary training to support all pupils, including familiarity with new techniques and practises;
- classrooms are optimally organised for all pupils;
- all lessons/activities provide opportunities for all pupils to achieve;
- all pupils have access to all areas of the curriculum;
- everyone has high expectations of all the pupils;
- Computing / ICT is accessible to all;
- school visits are accessible for all pupils (with reasonable adjustments);

- there are no barriers to learning.

Please also refer to SEND policy and SEN curriculum statement.

THE PHYSICAL LAYOUT OF THE SCHOOL

We will endeavour to:

- provide physical access for all pupils – classrooms, hall, playgrounds and common areas;
- allow pupils in wheelchairs to move around the school freely;
- make pathways of travel around school clear and safe;
- make sure that emergency evacuation systems are set up to inform all pupils – alarms with both visual and auditory components;
- make sure that access to all areas is well lit;
- make sure that no signs or decorations around school could be considered confusing or disorientating to pupils with visual impairment, epilepsy or autism;
- make steps to reduce background noise for hearing impaired pupils – consideration of a room’s acoustics;
- all furniture and equipment to be purchased in the future must be selected to suit the needs of all pupils.

INCLUSION AND EQUAL OPPORTUNITIES

- 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, 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 (with reasonable adjustment). Those pupils who need individual tuition are withdrawn only for short periods.

The actions on the accessibility plan are the responsibility of:

Headteacher: Mrs R Gough

SENCO: Miss K. Cartwright

Reviewed: September 2021

Next Review: September 2022