



Accessibility Plan **2022 - 2025**

Our vision

At Woodborough Woods, we 'Grow Together' following Jesus' example to 'Love your neighbour as you love yourself' (Matthew 22:37-39) because through love for one another, we can build a strong learning community ensuring that everyone has the opportunity to flourish.

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 aim is to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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. Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns. We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

Table 1 – Access to the Curriculum

As part of these activities the school will continue to seek and follow the advice of the LA services, such as specialist teacher advisers from Schools and Family Support Services and of appropriate health professions from the local NHS Trusts.

| Item | Target | Strategies | Timescale | Responsibility | Success Criteria |
|------|---|--|---------------------------------|---|--|
| 1 | To identify children joining Class R for the next academic year who need provision made. | At least one visit per child to settings providing pre-school provision More than one visit for children identified as needing additional support. Liaison with EYSFSS if already involved with family. | May to Early September annually | Class R teacher SENCo | Provision already in place for September start. Successful transition for child and family. |
| 2 | To establish and maintain close liaison with parents. | Parent of children on SEND Support are invited to review the plan with the class teacher and/or SENCo termly. | Termly | Class Teacher SENCo | Parents of children with special education needs feel involved in supporting their child. The child is making progress set against their specific targets in their plan. |
| 3 | To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits. | Early planning and risk assessments for regular trips, to meet identified needs of cohorts who are in the school. Conversations with parents at an early opportunity. | Ongoing | Class Teacher SENCo Executive Head EVC | All pupils are accessing and experiencing the opportunities available. |

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| 4 | To include pupils with a disability, medical condition or other access needs as fully as possible in extracurricular provision. | Early planning and risk assessments for regular clubs, to meet identified needs of cohorts who are in the school. Early conversations with club providers, parents and children. | Ongoing | Club providers Class Teachers | All pupils are accessing and experiencing the opportunities available. |
| 5 | To regularly review the curriculum and teaching plans to ensure children have access to all parts. | Differentiated Outcomes Differentiated activities Scaffolding | Ongoing | Class Teachers Subject Leaders | Our curriculum will meet the needs of all children in each cohort. |
| 6 | Ensure there is a comprehensive CPD programme which includes development of knowledge and sharing of information for staff on meeting specific identified needs. | Annual training cycle that includes SEND and specific training as identified. | Ongoing | Executive Head Deputy Head | There has been access to learning opportunities for staff who are designing curriculum areas, where pupils at the school have an identified need. The learning from these opportunities is shared with colleagues to promote awareness for all relevant staff. |
| 8 | Ensure pupils needs' can be met using IT equipment or other resources following identification when required. | Use referral to IT support, EP, OT, Paediatrics services and their recommendations. | Ongoing | SENCo Class Teachers IT Services | Children have the required equipment to support their learning. |

Table 2 – Access to the physical environment.

| Item | Target | Strategies | Timescale | Responsibility | Success Criteria |
|------|---|---|-----------|-------------------------------------|---|
| 1 | All access points to the main building of the school to be accessible. | Regularly review access points to school. Regular communication with children with mobility issues and ensure their needs are being met. Speak to PDSS if the need to alter access is needed. | Ongoing | Executive Head teacher/site manager | All areas are accessible to all. |
| 2 | Regular review of needs for current pupils. | Reviews of EHCP/Care plans. Conversations with parents. | Termly | Class teacher/SENCo | All current pupils are able to access areas required for learning. |
| 3 | Disabled drivers/visitors to have access to a parking space. | Signage in place for designated space. Remind staff of need for space to be left available. Proof of blue badge to be shown to SLT. | Ongoing | SLT | Designated space available at all times and used by the appropriate people. |
| 4 | Personal evacuation plans completed for students who are identified as requiring one. | Liaise with parents/school nurses and other healthcare staff to identify needs and put in place appropriate evacuation arrangements. | Yearly | SENCo | All pupils who require a PEEP, have an up to date and properly communicated PEEP which has been practised to ensure it can be |

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| | | | | | implemented successfully. |
| 5 | Learning areas accessible for pupils. | Regular review of layout of classroom to ensure meets the needs of the children using the space at the time including the use of areas outside of the classroom for small group/1:1 support. | Termly | Class Teacher | Children are not excluded from learning Opportunities because they cannot access the classroom space or equipment. |

Table 3 – Access to Information

| Item | Target | Strategies | Timescale | Responsibility | Success Criteria |
|------|---|---|-----------|----------------|--|
| 1 | Provision of written material to pupils to meet their needs – specifically those with dyslexic tendencies. | Use of coloured paper/text size/visual timetables Review of materials used in class. | Ongoing | Class Teacher | Pupils always have access to written material which meets their needs at the appropriate time. |
| 2 | Availability of written material in alternative formats. | The school will make itself aware of the services available through the LA for converting written information into alternative formats. | Ongoing | SLT | The school will be able to provide written information in different formats when required for individual purposes. |
| 3 | Make available school brochures, school newsletters and other information for parents in alternative formats. | Review all current school publications and promote the availability in different formats for those that require it. | Ongoing | SLT | Delivery of school information to parents and the local community improved. |