



Accessibility Policy

Policy Date: Spr 2018
Review Date: Spr 2021

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.

We reflect the values of the UN Convention of Rights of the Child and so uphold the rights to non-discrimination (Article 2), the rights of children with a disability (Article 23) and the right to an education (Article 28).

This 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, 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 Woodbridge Primary 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 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.

3. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Headteacher and Governing Body.

Accessibility Audit

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Examples	Any Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p>	<p>'Guide' runner during School Cross Country</p> <p>Writing boards, coloured overlays & backgrounds; cameras & IT equipment</p> <p>Assembly stories such as The Blind Man & The Hunter</p> <p>PIRA/ PUMA & NFER</p> <p>Handwriting targets</p>				

	<p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>					
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p>	<p>There are no steps into the main building.</p> <p>The lift is used for access to the first floor when needed.</p> <p>Corridors are wide.</p> <p>Library shelves at wheelchair-accessible height.</p> <p>Disabled parking bays are clearly marked and monitored.</p> <p>Disabled toilets are provided on each floor and can be used as changing facilities.</p>				
<p>Improve the delivery of</p>	<p>Our school uses a range of communication methods to</p>	<p>Internal signage</p>				

information to pupils with a disability	ensure information is accessible.	Large print resources Sound Field in every classroom Pictorial or symbolic representations Yellow/black tape marking significant physical features.				
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