



Woodbridge Primary School Accessibility Plan

	Signed	Date
Approved by	Matthew Gowen Chair of Governors	October 2022
Last reviewed		October 2021
Next review due on		October 2024

Signed by: MATTHEW GOWEN

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Chair of Governors

Signed by: KATE DALY

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Headteacher

Aims

Schools are required under the Equality Act, 2010 to produce an Accessibility Plan for:

- Increasing the extent to which disabled pupils can participate in the curriculum, not just teaching and learning but after school clubs, sporting activities and school visits
- Improving the physical environment to increase the extent to which disabled children can take advantage of education, facilities and associated services
- Improving the availability of accessible information to disabled pupils - taking into account the views of children and their parents

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. Our school reflects 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). 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.

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.

Action Plan

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

Access to the Curriculum

Targets	Strategies	Action Required	Timescale	Outcomes
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils. We liaise with external agencies as necessary to support children with additional needs. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils. SEND information available to all staff and further training for teachers, TAs and support staff on implementation and differentiation of the curriculum. We seek the advice of other professionals regarding the inclusion of visually impaired children in sporting activities. If</p>	<p>SEND meetings for all year groups termly to discuss provision. Staff training through working with the SENCo, other professionals and staff meetings.</p>	<p>Ongoing</p>	<p>Appropriate adaptations, resources and strategies are in place to maximise access to the curriculum for pupils with a disability/SEN.</p>

	appropriate/required we conduct pre-school residential risk assessment visits with individual pupils and parents. Assistive technology used to support pupils.			
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Access to the Physical Environment

Targets	Strategies	Action Required	Timescale	Outcomes
Improve and maintain access to the physical environment.	The environment is adapted to the needs of pupils as required. There are no steps into the building. The lift is used for access to the first floor when needed. The Corridors are wide. Disabled parking spaces are clearly marked and monitored. Disabled toilets are provided on each floor and can be used as changing facilities. Library shelves are at wheel-chair accessible height. Yellow and black tape marking significant physical features.	Take appropriate advice from the environment rehabilitation team on any modifications to be made to the environment.	When required	Reviews will be carried out on an annual basis to meet the needs of pupils. Disabled pupils are able to access all areas of the school without difficulty.

Access to Written Information

Targets	Strategies	Action Required	Timescale	Outcomes
Improve the delivery of information to pupils with a	Our school uses a range of communication methods to ensure	Take appropriate advice from other professionals on any further	Ongoing	Resources/equipment is in place to support pupils.

disability.	information is accessible. This includes: The use of assistive technology for visually impaired pupils. Large print resources. Pictorial or symbolic representations. A sound field in every classroom. Use of different coloured paper or overlays	adjustments to provision. Ensure signage is clear for children with disabilities e.g. visual impairment or autism.	September 2021	Signs are clear and accessible for all pupils.
Ensure communications to parents are available in a user-friendly format for those with a disability/SEN	Our main school communication is via the school website and comms system to parents.	Review content and format of current communications and materials relating to disability/SEN on the school website.	Ongoing	Access to written information is appropriate and presented in different formats when required for individual purposes with the improved use of audio and visuals.

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.

Links with other policies

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

- Health and safety policy
- Equality Duty policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1

Questions that Senior Managers and Others should ask:

Increasing access to the curriculum?

- Do all teachers and TAs understand the nature of particular disabilities? Are they able to adapt their teaching to match particular needs, language ability and learning styles? What sort of training is appropriate?

- Are classroom texts/handouts suitable for particular disabilities? Is there a range of reading ages? Is text confusing/too small for some disabilities?
- Are students given copies of notes/details of homework if they find it difficult to copy off the board?
- Are students given visual materials to support language and literacy?
- Would ICT increase access to the curriculum? How should we prioritise its purchase? How should we organise its use?

Improve the physical environment?

- What plans have we already got to decorate or refurbish any part of the building? What should we consider when doing so? What particular features would benefit pupils with different disabilities, e.g. contrasting colours between walls and doors for visual impairment, flashing lights on the fire alarm bells for hearing impairment, clear signage including pictures as well as text etc.
- Do we have quiet areas, for example for children who are sometimes overwhelmed in the classroom/playground?
- Do we have changing/washing facilities for children who are incontinent?
- Which areas of the school are not accessible for students with wheelchairs? What are our priorities in making them more accessible?
- Are our playgrounds and sports facilities accessible? Can we make them more so?
- Are we planning to replace equipment/ICT? What should we consider when doing so?

Improve access to written information?

- What written information do we give to pupils at the moment? Home/School information? Class texts and notes? Notices?
- Is all information accessible to all our students? How do we make it more so? Do we need any equipment or can we use what we have in a different way?
- What preferences do our pupils with disabilities, and their parents, have for the way information is given to them?

What disabilities might we support in the future?

- How might we increase access to the curriculum, the physical environment and access to written information for children with those disabilities?

APPENDIX 2: Further Questions

Below are questions from the DFE guidance 'Accessible Schools: Planning to increase access to schools for disabled students', which suggests asking these questions:

Section 1: How does your school deliver the curriculum?

Question	Yes	No
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled students?	Yes	
Are your classrooms optimally organised for disabled students?	Yes	

Do lessons provide opportunities for all pupils to achieve?	Yes	
Are lessons responsive to pupil diversity?	Yes	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	Yes	
Are all students encouraged to take part in music, drama and physical activities?	Yes	
Do all staff recognise and allow for the mental effort expended by some disabled students, for example using lip reading?	Yes	
Do staff recognise and allow for additional time required by some disabled pupils to use equipment in practical work?	Yes	
Do staff provide alternative ways of giving access to experience or understanding for disabled students who cannot engage in particular activities, for example some forms of exercise in physical education?	Yes	
Do you provide access to computer technology appropriate for students with disabilities?	Yes	
Are school visits made accessible for pupils irrespective of attainment or impairment?	Yes	
Are there high expectations of all pupils?	Yes	
Do staff seek to remove all barriers to learning and participation?	Yes	

Section 2: Is your school designed to meet the needs of all pupils?

Question	Yes	No
Does the size and layout of areas - allow access for all pupils?	Yes	
Can students who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	Yes	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	Yes	
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with disability; including alarms with both visual and auditory components?	Yes	
Are non-visual guides used to assist people to use the school building including lifts with tactile buttons?	Yes	
Could any of the decor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?	We would consult appropriate specialists for their opinion as appropriate.	
Are areas to which pupils should have access well lit?	Yes	

Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?	Yes	
Is furniture and equipment selected, adjusted and located appropriately?	Yes	