

Woodcote Primary

Accessibility Policy and Plan



Approved by: Governing Board

Date: Feb 2024

Last reviewed on: Feb 2024

Next review due by: Feb 2027

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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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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.

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, this procedure sets out the process for raising these concerns.

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 governing board.

4. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Special educational needs (SEN) policy
- Supporting pupils with medical conditions policy

5. Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils. 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.	We believe in a challenging and ambitious curriculum where all subjects are valued. A broad and balanced curriculum will equip our children with the skills, knowledge and understanding that they will need for their next stage in learning and to be good citizens in the wider world we live in.	To continually review curriculum development and assessment procedures are meeting the needs of ALL pupils.	Deputy head for inclusion	Ongoing	Curriculum is appropriately differentiated and meets the needs of all pupils Wide range of resources meet the needs of all pupils Resources include people with disabilities Assessment data is used to identify and support the needs of all individuals

Improve and maintain access to	The environment is adapted to the needs of pupils as required.	To ensure all pupils can access their learning	As children enter and move through the school with particular needs the physical	DHT for Inclusion	Ongoing	All pupils, no matter their needs of disability have full access to the
the physical environment	This includes: • Ramps • Lifts • Corridor width • Disabled parking bays • Disabled toilets	and the resources they need for learning.	environment is reviewed to ensure it meets their needs.			learning appropriate for them.
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Pictorial or symbolic representations • Impaired Hearing systems	To ensure that all pupils re able to access the information they need to access the environment and their learning.	As children enter and move through the school with particular needs the physical environment is reviewed to ensure it meets their needs.	DHT for Inclusion	Ongoing	All pupils, no matter their needs of disability have full access to the environment and learning appropriate for them.

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	The building is on different levels, and two parts of the buildings are two storeys.	Continue to maintain and check the lift access at these points.	Site Manager	Termly
Corridor access	Corridors are wide enough for wheelchairs	Checking that routes remain clear	Site Manager	Weekly
Lifts	There are 3 sets of lifts in the school	Checking of lift operation and maintenance	Site Manager	Termly
Parking bays	There are two disabled parking bays	SLT to be informed if bays are needed for a disabled visitor or member of staff	Head/Office	As needed
Entrances	All main entrances have disability access	Checking that routes remain clear	Site Manager	Weekly
Ramps	Ramp in KS2 leading to classrooms	Checking that routes remain clear	Site Manager	Weekly
Toilets	4 sets of disabled toilets across the school	Facilities to remain clean and clear, and alarm calls to be checked	Site Manager	Weekly
Reception area	Disabled Access and leads to other areas of school	Checking that routes remain clear	Site Manager	Weekly
Internal signage	Internal and external signage to areas of the school is large and prominent.	To review all internal signage and ensure it meets the needs of a range of disabilities.	AHT for Inclusion	End of July 2024
Emergency escape routes	All downstairs rooms have direct outside to outside Upstairs classrooms have a fire refuge point	Checking that routes remain clear	Site Manager	Daily

Document control information				
Title		Accessibility Policy & Plan		
Version & date		Version 1		
Author(s)		Claire Baldock		
Approver(s)		Governing Body		
Next review date		02/2027		
Distribution		All staff/public		
Lead Officer		Tim Rome	Contact details	head@woodcoteprimary.croydon.sch.uk
Document Revision Record				
Version	Description of amendment	Reason for change	Author	Date
1	Policy adopted	New policy	CB	2020
2	Updated	Updated	CB	2024