

Accessibility Policy & Plan



Woodcote Primary
School

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 **Disability Equality Scheme** and sets out how the governing body will improve equality of 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 Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. Woodcote Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually. Reference should also be made to other relevant policies and School Development Plan actions linked to Individual Needs
4. The Accessibility Plan will contain relevant actions to:
 - a. Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
 - b. Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
 - c. Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
5. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.
6. The School's complaints procedure covers the Accessibility Plan. The Plan will be monitored by the Governors responsible for premises and Health & Safety & inclusion and then discussed and reported at full governing body meetings.
7. The Plan will be monitored by Ofsted as part of their inspection cycle.
8. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Woodcote Primary School Accessibility Plan 2014-2018

Improving the Physical Access at Woodcote Primary School

An Access Audit was carried out by Premises Team/Responsible Governors on November 12th 2014 and a number of recommendations made:

Item	Activity	Timescale	Cost	Comment
Door access	Portable ramps for areas with restricted access	By Sept 2015	£1000	Investigate when child with mobility issue is on roll
Uneven areas in playgrounds	Repaint/paint white lines to mark level transitions.	By Sept 2015	£500	Resurfaced
Door handles	Ensure door handles contrast in colour with main body of door.	By Sept 2015	£500	Investigate when sight impaired adult or child on staff or roll
Lighting	Outdoor lighting for Playgrounds	By Sept 2017	£5000	Completed
Colour contrast	External steps and manhole covers highlighted in yellow/non-slip paint Contrasting nosings fitted to all steps	By Sept 2018	£2000	Investigate costings

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Improving the Curriculum Access at Woodcote Primary School

Target	Strategy	Outcome	Responsibility Timeframe	Achievement
Training for teachers on differentiating the curriculum	Undertake an audit of staff training requirements	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	Inclusion Team Sept 2014	Increase in access to the curriculum Completed
Audit of pupil needs and staff training to meet those needs.	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life-preparation learning. The use of other professional partners has been made available.	All staff/Inclusion Team Jan 2015	Increase in access to all school activities for all disabled pupils Ongoing
All out-of-school activities are planned to ensure, where reasonable, the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	SB/Inclusion Manager April 2015	Increase in access to all school activities for all disabled pupils Adjusted as and when needs require
Classrooms are organised to promote the participation and independence of all pupils	Review and implement example layouts of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	Teaching Staff and Inclusion Team April 2015	Increase in access to the National Curriculum Completed
Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of school	Whole school community aware of issues relating to Access	Inclusion Team and SLT Sept 2015	Community will benefit by being more aware of issues relating to social environment Completed
Appropriate use of specialised equipment to benefit individual pupils and staff	e.g. Netbooks for word processing for pupils with recording difficulties – with specific training; Adjustable stools for staff. Sloping boards and adjustable tables for pupils with fatigue problems or physical disability. Gofrontrow portable system for hearing impaired. Coloured overlays for pupils with visual difficulty. Specially shaped pencils and pens for pupils with grip difficulty. Braille machine. Staff trained as appropriate.	Greater number of barriers to learning reduced Increased awareness of the adaptations that can be made for learners	Inclusion Team and SLT Ongoing	Increased access to learning Investigated and completed where appropriate

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Improving the Delivery of Written Information at Woodcote Primary School

Target	Strategy	Outcome	Responsibility Timeframe	Achievement
Availability of written material in alternative formats when specifically requested.	The school will make itself aware of the services available for converting written information into alternative formats.	The school will be able to provide written information in different formats when requested for individual purposes	Office/SLT/ Inclusion team Sept 2015	Delivery of information to disabled pupils and their parents improved Completed
Make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested.	Review all current school publications and promote the availability in different formats when specifically requested	All school information available for all who request it.	Office/SLT/ Inclusion team Sept 2015	Delivery of school information to pupils & parents with visual impairment improved Completed as required
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice on alternative formats and use of IT software to produce customized materials	All school information available for all who request it parents with visual difficulties improved.	Office/SLT/ Inclusion team Sept 2015	Increase in access to all school activities for all disabled pupils Completed as required
Raise the awareness of adults working at and for the school on the importance of good communications systems.	Arrange training courses.	Awareness of target group raised	Inclusion team Sept 2015	School is more effective in meeting the needs of pupils. Guidance and training completed

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