



# Accessibility Plan

## The Woodlands

**Approved by:** L Candler S Green **Date:** Sept 24

**Last reviewed on:** Sept 24

**Next review due by:** Sept 26

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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.

### Inclusion Statement:

The Woodlands is committed to providing an inclusive school environment in which all members of our community gain confidence, develop their abilities and are supported to achieve their potential. To this end we:

- Value the needs of all our learners
- Have in place identification, assessment and intervention procedures
- Value partnerships with parents and agencies

### Overview:

The Special Needs and Disability Act requires that we plan in three main areas:

- Increasing access for pupils with disabilities to the curriculum, teaching and learning and the wider curriculum.
  - Improving access for pupils and other stakeholders with disabilities to the physical environment of the school
  - Ensuring effective communications with stakeholders for whom English is not the first language
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## **Definition:**

The term disability does not refer exclusively to people with a physical disability and therefore focus entirely on physical access issues. The act defines disability thus:

“A person has a disability if he or she has a physical or mental impairment that has a substantial or long-term adverse effect on his or her ability to carry out normal day to day activities”

Our accessibility plan must also consider ALL aspects of special educational need; it must also be ‘anticipatory’ in that we must consider current and future pupils.

## **Access to the Curriculum:**

If pupils with disabilities are to be meaningfully included, attention needs to be given to designing and maintaining the physical environment.

At The Woodlands this area includes:

- Teaching and learning – curriculum differentiation, and SEN Support – efforts in this area must maximise children’s access to an appropriate curriculum.
- Classroom Organisation – our rooms need to be safe and facilitate mobility and accessibility (as much as possible as many of our classrooms are smaller than average)
- Timetabling – including movement between lessons and key stages
- Grouping of pupils in tutor groups in a sensitive way
- Access to school facilities
- Activities to supplement the curriculum e.g. experience afternoons, visits
- School Sports
- School policies
- Breaks and lunch times
- Interaction with peers
- Assessment and Exam arrangements
- School discipline and sanctions
- Arrangements for working with other agencies – these should be pursued between school and all stakeholders so that all information is shared and collective responses to need are established.
- Preparation for transition – whether a pupil is moving between key stages, moving onto another school, starting a trial at another school or learning how to travel independently, preparatory work to make such effective will be pursued
- Translation and interpretation for pupils for whom English is an additional language

Our staff at The Woodlands need to be flexible enough to adapt teaching approaches, to enable pupils with disabilities to learn effectively in their classrooms. We will endeavour to do the following:

- Have high expectations – many pupils with disabilities have no problems at all acquiring new concepts. However, we will be realistic about their written response and keep in mind that our pupils can sometimes ‘do’ rather than explain.
- Explain things repeatedly, in different ways to groups and individuals
- Enable all pupils to show interest, knowledge and skills despite difficulties with communication.
- Give guidance.
- Be aware of fatigue – pupils with disabilities often have to try harder than other pupils.
- Watch out for signs of failing confidence and low self- esteem.
- Be prepared to challenge negative attitudes in other pupils.
- Accessible Classrooms:

We will endeavour (given the existing physical reality of the school) to facilitate the following:

- Provide enough space within classrooms for pupils with disabilities to move about.
- Some pupils may need to sit near the front, facing the board during lessons or against the light so that the teacher and the rest of the class are easy to see and hear.
- Toilet and wash facilities need to be within proximity, accessible and usable. All Keys stages have a disabled toilet, which is clearly labelled.
- Provide wherever possible an area for pupils who find it difficult to concentrate for any length of time (My Space, Safe Space, Time Out).
- Copying from the board is often a problem and should be avoided. The use of different coloured pens or number lines can help pupils to find their place – The SENDCo will give support in this area.
- Where available different coloured paper and coloured overlays can be provided for specific pupils with disabilities.
- ICT support should be invaluable in providing access to the curriculum.
- Equipment should be clearly labelled with neatly arranged resources which can be found easily.

### **Access to the Physical Environment:**

We will endeavour (given the existing physical reality of the school) to facilitate the following:

- Easy access into all buildings (low pavement in The Elms, ramp at the far end of the Elms, ramp from car park in The Maples / ramp at The Beeches, ramp at The Bridge, ramp at Fyndoune site)
- Transport into school via appropriate methods (taxi, taxi with wheelchair access, mini bus)

- Easy access around key stages The Elms and the Maples and Sacrison site. Restricted access in the Elms to the dining hall, restricted access at primary base.

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, the complaints 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 members of the management committee.

## 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. The Woodlands Action Plan

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

<u>Target</u>	<u>Strategy</u>	<u>Outcome</u>	<u>Timeframe</u>	<u>Achievement</u>
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning processes in key stages	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	Ongoing	Increase in access to the curriculum
Availability of written material in alternative formats	We will make ourselves aware of the services available via the LA for converting written information into alternative formats	The Woodlands will be able to provide written information in different formats when required for individual purposes	Ongoing	Delivery of information to pupils improved
Make available 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	All information about school available for all	Ongoing	Delivery of information to pupils, parents and stakeholders improved

## 4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Executive Head Teacher

It will be approved by Management Committee

## 5. Links with other policies

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- SEND policy
- Supporting pupils with medical conditions policy