



Woodland Primary School

Accessibility Plan

Policy agreed by Governors Autumn 2016

Lead Person Kirsten Bradley

Review Policy..... Autumn 2019

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 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 a reason related to their disability;
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of Woodland Primary School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

1. Starting Points

Vision and Values

At Woodland Primary School we are committed to inclusion and equal opportunities for all children and staff. Our curriculum will reflect this and we will aim to increase accessibility to the school's facilities for all by:

- Planning a curriculum that meets the specific needs of all pupils;
- Setting suitable learning challenges;
- Responding to pupil's diverse learning needs;
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- Improving the physical environment of the school site;
- Improving the delivery of information to pupils and adults with disabilities.

The Governing Body will ensure that the staff are familiar with the vision and values of the school and have appropriate training so that these can be achieved.

This plan will influence the School Improvement Plan.

Information from Pupil data and School Audit

- The school serves the Southcoates East ward in the City of Hull, an area of very high deprivation (taken from January 2016 School Census):
- Over 90% of households are categorised within 10% of the most deprived households nationally, 83% within the lowest 5% and 64% within the lowest 1%.
- The school currently has 186 pupils on roll and is a one-form entry school with FS1 provision
- Percentage of pupils with English as an additional language is 13% (National 20%). The main languages spoken other than English are Polish, Lithuanian and Russian.
- Number of languages spoken is 7 including English
- Number of black, minority and ethnic pupils is 5% (National 25%)
- Numbers of pupils eligible for Pupil Premium funding (FSM or have been in the last 6 years) is 73%
- 19% of pupils in the school have special educational needs, this is slightly above national 13%
- The percentage of pupil with a statement of Special Needs or Education Health Care plans is 4%
- The school population is 77% stable (Nationally 86%), where stability is determined by the percentage of pupils entering school at the normal time of admission
- Absence for 2015-2016 was 4.8%

Staff awareness

- Communication of children's needs within the school is good;
- Differentiation wherever possible is the expected norm in order for children to gain access to the curriculum and other activities including visits out of school.
- Our aim is for all children to reach their potential, with the expectation that a minimum of 65% will achieve the stated End of Year Expectations from the National Curriculum 2014, with this number rising each year.

Impact on disabled pupils on the way the school is organised

- The school policies and procedures take account the needs of disabled children;
- The physical environment of the school (a new build April 2016) has been designed to enable optimum access to all visitors, children and families.
- The curriculum is suitably differentiated to enable access by all;
- The school has many learning aids used to support children in their learning.

Outcomes for disabled children

- The children try hard and achieve appropriately both within school and in any extra-curricular activities they might attend. They are expected to participate in the Y4 swimming programme and sports activities and with careful planning for their needs often achieve well. The school works in partnership with parents and other agencies to enable positive outcomes for children who need support.

The school has set the following priorities for the development of information and data to support the school's accessibility plan:

- The school tracks the achievements of all vulnerable groups and uses the data to formulate appropriate individual targets;
- Policies will be reviewed to ensure conformity with the DDA;
- The school will work with appropriate agencies to ensure that the medical procedures of the school conform to current requirements.

Views of those consulted during the development of the plan

All available parties were consulted in the preparation of this plan. However, there is scope to gather further information over the life of the plan using formal and informal methods

The school has set the following priorities in respect of consultation on the plan:

- Use a parent questionnaire to ascertain on-going views on an annual basis;
- Meet with external agencies annually to see if any adjustments are needed.

2. The main priorities in the school's plan

Increasing the extent to which disabled pupils can participate in the school curriculum

The school has remodelled the curriculum so that it meets the requirements of all pupils more effectively and will continue to evaluate and revise it on an ongoing basis. The curriculum is now more relevant and easily accessed by all children. This will be identified in the priorities in the School Improvement Plan year on year. The work in this area will be led by key members of staff who will contribute in accordance with their professional expertise. Some of this work will involve partnership working with other schools and networks and will draw on the expertise of external agencies such as Educational Psychology, the Speech & Language Dep, ESPD and other agencies. This work must take account of developing technologies over this period in order to improve access for all.

The remodelling will enable teachers to plan in a more appropriate way to meet the needs of the children they teach. This will be supported by a system of tracking the progress of each individual in order to achieve high expectations by all staff and by children themselves. There have been changes to timetables as cross curricular work is developed and this has given flexibility to the curriculum.

The employment of new teaching assistants, with specific roles, has enabled the school to assess and meet the needs of pupils in particular areas.

The school is built on one level which fully allows disabled access from all external doors. There are good sanitary facilities with easy access and the school has a spacious disabled toilet and hygiene room. Access to the playground is by various doors all of which have flat access. It is easy for disabled pupils to access the playground through different doors. The main entrance of the school has flat access up to the main door.

Special events need to be carefully considered in terms of appropriateness for all pupils - e.g. excessive noise as some children with some conditions have an adverse reaction. This can be addressed by those children being seated at the back, even if they are younger than others who would be sitting at the back. School visits, designed to enrich the curriculum need to be carefully considered in terms of transport, access to buildings and adult support. The school uses interpreters and sign language experts to communicate with parents who need this additional support.

The school has set the following overall priorities for increasing curriculum access;

- **Continue to remodel curriculum for greater inclusion of cross curricular links;**
- **Rolling policy review so that policies include awareness of disability;**
- **Staff training to increase awareness of disability;**
- **Consideration of staffing allocation for support and access.**

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

Changes to the physical environment are minimal due to the consideration given when the building was designed.

The school has set the following priorities for physical improvements to increase access:

- **Audit classroom equipment for access for pupils who are visually and aurally impaired – supply to fill any gaps;**
- **Identify visual signage needs and supply.**

Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

Differentiation in all its forms will take into account the needs of individual or groups of pupils. Currently, material is differentiated by size of print, challenge and amount. Expectation is differentiated by degree of support/independence and amount of work required. Timetables are visualised for autistic children through the use of PECS and the preferred sign language is Makaton.

The school has good relationships with the services which provide support in this area, so support for a new challenge to the school would be dealt with by contacting them.

The school has set the following priorities for providing information for disabled pupils:

- **Ensure that identified differentiation covers the needs of all children;**
- **Ensure that TAs receive planning in time to make the necessary adjustments;**
- **Ensure that the SENCO of the school knows who to contact for support.**

3. Making it Happen

Management, coordination and implementation

The plan shows how the range of Governing Body sub-committees will evaluate the ways in which the issues are addressed. The plan will be reviewed annually by the full Governing Body and any amendments made at this stage.

The planning process:

- This plan and its delivery is the responsibility of the Governing Body of the school;

- Responsibility for its review will be delegated to the appropriate sub-committees and will be considered annually through the termly meetings;
- A range of evidence – questionnaires, photographs, physical checks will be used as the basis of evaluation, sought from all stakeholders.

Coordination: the school will give appropriate consideration to how this plan fits in with other responsibilities:

Under other legislation:

- SEN legislation (most disabled pupils will also have SEN and the effectiveness of the school's provision to meet SEN will therefore have an impact on the progress of disabled pupils);
- Other parts of the DDA (duties towards the general public, in Part 3, and to staff in Part 2).

As the following plans are revised and amended, necessary elements will be included in the following plans

- School Improvement Plan;
- Teaching and Learning Policy
- Risk assessments;
- SEN Policy and the SEND Offer.
- Health and Safety Policy;
- Fire Evacuation Policy;
- Long term curriculum plans.

The school has set the following priorities for the management, coordination and implementation of the accessibility plan:

- Make the review of the plan an annual agenda item for appropriate sub-committees of the Governing Body ;
- Consider the needs of this plan when updating other strategic plans.

4. Getting hold of the school's plan

The school makes its accessibility plan available in the following ways:

- In written format on request;
- Electronically (read only) on request.
- On the website to download (PDF)

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Review: Autumn 2019

Mrs K Bradley, Headteacher