



Woodside Junior School

Accessibility Plan

Policy Adopted: September 2022

Policy to be reviewed: September 2023

Reviewed September 2022



SCHOOL ACCESSIBILITY PLAN

WOODSIDE JUNIOR SCHOOL

Introduction

This plan is drawn up in accordance with the duty of the Equality Act 2010 (updated in 2016) which replaced all previously existing legislation, streamlining that existing legislation and putting it into a single requirement – (The SEN and Disability Act (2001)) and extended the Disability Discrimination Act (1995) to cover education. The Accessibility Plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995 (DDA) and Disability Discrimination (NI) Order 2006 (DDO), and the SEN and Disability Act 2014 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

Definition of Disability

Disability is defined by the Equality Act 2010 as:

"A person has a disability 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 carry out normal day to day activities." It continues, "some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect."

Key Objective

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

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. This ensures reduction and elimination of barriers to accessing the curriculum and enables full participation in the school community for pupils, and prospective pupils, with a disability. The Accessibility Plan will contain relevant actions to:

- Physical Environment
- Curriculum
- Aids and Equipment
- Written Information

The school access plan will focus on removing barriers to access and positively promote the involvement and successful participation of pupils with disabilities. Woodside School has high ambitions for all its pupils and expects them to participate in, contribute to and achieve in all aspects of school life. Woodside School is committed to equal opportunities as determined by the National Inclusion Statement.

Principles

Compliance with the Equality Act 2010 and SENDA is consistent with the school's mission statement and equal opportunities policy, and the operation of the school's SEN policy.

The school recognises as its duty:

- not to discriminate against disabled pupils in their admissions, exclusions, and provision of education and associated services
- not to treat disabled pupils less favourably (and where possible more favourably in order that they may have equal access to the curriculum and wider school activities)
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility Policy which is regularly reviewed
- to supply auxiliary aids and services, where not provided through SEN statements of educational need or other services
- In performing their duties, governors and staff will have regard to the Equality Act (2010) Codes of Practice.
- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities and respects the parents' and child's right to confidentiality.
- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles. The school endorses the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum by setting suitable learning challenges, responding to pupils' diverse learning needs, overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Activity

- Education & related activities - The school will continue to seek and follow the advice of services, such as specialist teacher service as well as LEA SEN advisers, and of appropriate health professionals from the local NHS Trusts.
- Physical environment - The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

- Provision of information - The school will endeavour to be aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.
- The school will monitor and analyse available data to ensure disabled pupils are making expected or better progress and to help identify means of supporting their needs in future.
- The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises. Where appropriate, and within the resources available, the school will improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Woodside School provides additional provision to enable pupils with learning difficulties to access the curriculum through the SEN framework. The school ensures that pupils with disability are as equally, prepared for life as are the able-bodied pupils. 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.

Related documents

The school's accessibility action plan will also contribute to the review and revision of related school policies, e.g.

- School Development Plan
- SEN Policy
- Relevant Curriculum Policies
- Health and Safety Policy

Accessibility Checklist 2022-2023

This checklist has been carried out with the current needs of our school community in mind. Updated risk management and provision would be put in place if this changed.

Curriculum	Yes	Partly	No
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	✓		
Are your classrooms optimally organised for disabled pupils?	✓		
Do lessons provide opportunities for all pupils to achieve?	✓		
Are lessons responsive to pupil diversity?	✓		
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	✓		
Are all pupils encouraged to take part in music, drama and physical activities?	✓		
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?		✓	
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	✓		
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	✓		
Do you provide access to computer technology appropriate for students with disabilities?	✓		
Are school visits made accessible to all pupils irrespective of attainment or impairment?	✓		
Are there high expectations of all pupils?	✓		
Do staff seek to remove all barriers to learning and participation?	✓		

Physical environment	Yes	Partly	No
Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, dining hall, library, and outdoor sporting facilities, playgrounds - allow access for all pupils?		✓	
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities?		✓	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	✓		
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?		✓	
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?			✓
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?			✓
Are areas to which pupils should have access well lit?	✓		
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?		✓	
Is furniture and equipment selected, adjusted and located appropriately?	✓		

Information	Yes	Partly	No
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	✓		
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	✓		
Do you have the facilities such as ICT to produce written information in different formats?	✓		
Do you ensure that staff members are familiar with technology and practices developed to assist people with disabilities?	✓		

	Objective	Action	How	When	Goal Achieved
2019-2023	Ensure compliance with DDA and Code of Practice	Staff and governors informed of requirements and obligations of DDA, and of the Accessibility Plan	Staff meeting on inclusion Governors meeting	Staff meetings On going	Inclusion evident in planning School complies with requirements of DDA and Code of Practice
	Ensure all children can participate in the school's curriculum Responding to pupils' diverse learning needs and overcoming potential barriers to learning and assessment for individuals and groups of pupils	All staff to receive disability specific training in specific ailment etc. and associated medication, when and as required. Work differentiated in pace style and content Use of learning aids to assist in learning and teaching. Provision of learning resources	Staff training	On going	Staff confident to support individual pupil. Resources purchased and in use Improved knowledge and expertise Policies reflect inclusive practice Pupil survey Parent survey
	Continue to improve the quality of provision for children with specific special needs.	Provide ELSA for children who need support to manage emotional and social needs. To provide Mindfulness groups for children to support well-being and learning. (lunchtimes)	Staff training	On going	Staff confident to support individual pupil.
	All pupils have appropriate applications for exam access arrangements	Applications made by deadlines and based on clear evidence.	Through relevant channels	As identified by exam boards.	SEND pupils are able to access exams fairly and without discrimination due to disabilities.
	Pupils with hearing impairments are seated appropriately in classrooms	Check seating arrangements for hearing impaired pupils.	Work with hearing impaired team- if applicable	On going	All pupils with a hearing impairment are able to access the full curriculum.
	Pupils with dyslexic tendencies are identified correctly and interventions are in place to support their learning so	Dyslexia type interventions run in school to support those pupils with specific learning	Classroom monitoring	On going	All pupils with dyslexia/specific learning difficulties are correctly identified and supported with

	Objective	Action	How	When	Goal Achieved
	ensuring they are never disadvantaged.	difficulties			interventions and reasonable adjustments to ensure equity of access to the curriculum
	Ensure staff who have had long term absences have a successful phased return to work	Staff who have had operations/health issues are able to return successfully to work in a proportionate manner.	HT to meet with individuals upon return to work and plan phased return including working hours and duties	As and when staff return and then ongoing review	All long term absentees fully back to work and carrying out contracted duties
	Ensure all staff up to date with SEN policy and guidelines	Staff training	Staff meeting by SECO	By end of autumn term 2019	tbc
	Ensure parents with disabilities are treated equally and have fair and equal access to school events.	Make sure that entry points are accessible and that there is appropriate provision in school	Work with parents and site manager.	On-going checks and as necessary for parents.	All parents are able to enter the school and are treated equally and are able to enjoy school events.
Medium / long term plans	Ensure plans for any future developments comply with DDA Code of Practice	As new building work takes place, to plan for e.g. disabled toilet.	Seek advice from LA building surveyors.	Ongoing review	Future plans to take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments.
	Ensure that disabled bay is appropriately signed posted	When car park is renovated	Work with site manager and contractors	Ongoing review	Disabled bay signed posted clearly
	Visual fire alarm system to be upgraded	As any building work takes place	Work with site manager and contractors	Ongoing review	Disabled bay signed posted clearly