



'A brighter tomorrow'

## Wood End Primary School

### Accessibility plan 2017-2018

#### **Vision statement**

Purpose of this Accessibility Plan:

To show how Wood End Primary School, over time, aim to increase the accessibility of our school for individuals with a disability. We are committed to providing and maintaining an environment and curriculum that is inclusive and promotes access for all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. The purpose built primary school building was opened November 2015.

#### **Definition of Disability**

According to the Equality Act 2010, a person has a disability if:

- a) He or she has a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

#### **Legal Background**

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

#### **Aims**

This Accessibility Plan sets out the proposals of the Governing Board of our 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; which includes teaching and learning and the wider curriculum of the school, such as **participation** in after school clubs, leisure and cultural activities or school visits;
- 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.

## **Documents and policies**

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- *Curriculum and subject policies*
- *Equality Objectives*
- *Staff appraisal policy*
- *Health and Safety Policy*
- *Special Educational Needs and Disability Policy*
- *SEN Information Report*
- *Behaviour and Discipline Policy*
- *School Development plan*
- *Gender Equality Scheme*
- *Asset Management Plan/ Suitability Survey*
- *School prospectus and Vision Statement*
- *Access Arrangements*
- *Complaints Policy and Procedures*
- *Wood End Code of Conduct*

## **School Aims:**

- Ensure every child has the opportunity to achieve their full potential – intellectually, educationally, physically, emotionally, morally and spiritually;
- Develop positive attitudes and approaches to learning and social awareness which enables pupils to make appropriate choices for success throughout their lives;
- Work in partnership with parents and community to enable pupils to make a positive contribution to society;
- Provide a safe, stimulating and creative environment in which pupils are all encouraged to learn;
- Deliver a broad and balanced curriculum which motivates pupils to aspire for lifelong learning;
- Set challenging yet achievable targets for individual and school improvement in order to raise standards;
- Work towards ensuring that our pupils will become self-confident, sympathetic, open-minded and well balanced members of society.

## **Training**

Whole school training will continue to recognise the need to raise awareness for staff and governors on equality issues with reference to the Equality Act 2010.

## **Plan Availability:**

The Accessibility Plan is available in the following ways:

- A copy is posted on the school's website
- Paper copies are available on request from the school office

## **Review and Evaluation:**

Our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Wood End Primary School will address the priorities identified in the plan. The plan is valid for three years 2017-20. It is reviewed annually.

*Policy approved by* **Governors June 2017** .....(Chair of governors)..... **date**

Revised and adopted: 1<sup>st</sup> November 2017

## Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

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	Differentiated curriculum.  Sound field present in relevant classrooms and hearing loop present at school office/reception.	Training for specific staff on supporting individual pupils with:  ○ hearing impairment; ○ visual impairment.	Audit cpd needs	Senco	December 2017	Specific staff can suggest strategies to support identified pupils.
Improve and maintain access to the physical environment	Adults with disabilities able to access school site fully.	Continue to maintain suitable access.	Maintenance of site	Site manager	ongoing	School site will have good access to the physical environment.
Improve the delivery of written information to pupils	Books and literature show some evidence of representation of groups	Literature and signage will be accessible to pupils and visitors including those with a disability or dual language	Purchase books and posters; Explore CLL team resources for translations; Monitor font size; Create audio clips.	Office manager  English subject leader	December 2017	Signage, literature and posters will demonstrate evidence of representation of target groups.

### Section 3: Access audit

Feature <i>For example:</i>	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	School site is built on one level; there are no staircases.	n/a		
Corridor access	Corridor is wide and kept clear of hazards. Corridors are accessible for wheelchairs and wide enough for manoeuvre.	n/a		
Lifts	There are no lifts.	n/a		
Parking bays	There are two disabled parking bays.	n/a		
Entrances	Wide doorways to enable wheelchair access. Automatic doors open externally at main entrance.	n/a		
Ramps	There are no steps or ramps on main site.	n/a		
Toilets	Disabled toilet on site.	n/a		
Reception area	Reception window is at low level.	n/a		
Internal signage	All rooms are labelled clearly.	n/a		
Emergency escape routes	Escape routes are clearly displayed in all areas.  Doors have glass panel at low level to allow visual checks of potential hazards before opening.	n/a		