



Wodensfield
Primary School

ACCESSIBILITY PLAN 2023-2026

AIM TO BE THE BEST YOU CAN



Adopted by: Wodensfield Primary School

Approved at Full Governing Board: 15th January 2024

Signed by Chair of Governors: 

Review date: November 2026

Vision and Values of Inclusion

As a school we welcome inclusion of children with diverse needs and work from the child's needs and stage of development. We have a strong focus on working with parents as partners and with other professionals.

At Wodensfield we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of **race, disability, sex, sexual orientation, gender reassignment, religion or belief**. We will adhere to the legal definitions of these protected characteristics as set out by the Equality and Human Rights Commission (EHRC) code of practice which can be found in our single Equality and Diversity Policy.

Definition from DDA 1995 on disability:

“A physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out day to day activities.”

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 plan sets out the proposals of the Governing Body of the 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;

The school SEND policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with the LA and Educational Psychology Provider, the SENCo manages the Statutory Assessment Process; ensuring additional resources are available where appropriate.

The school has a Family Liaison Officer in post. They provide additional support for pupils and parents. Support is also provided for teachers to implement strategies to improve pupil's access to learning.

The school works closely with specialist services including:

- Hearing Impaired Children's service
- Visual Impairment Advisory and Support Service
- Occupational Therapists and physiotherapists
- Speech and Language Therapy
- School Outreach Team
- School Nursing Service
- Specialist Nurses

Improving access to the physical environment of schools.

This covers improvements to the physical environment of the school and physical aids to access education.

Improving the delivery of written information to disabled pupils.

This will include making information that is normally provided by the school, available to pupils with disabilities. Examples might include handouts, timetables, textbooks and information about school events. This should be available within a reasonable time, and parents' views and wishes should be taken into account.

The Accessibility plan is kept in school. If anyone wishes to view it, it is freely available to you. This plan can be made available in different formats if requested, including the school website www.wodensfield.org

Appendix 1:

Action Plan

Priority	Increasing access for disabled pupils to the school curriculum. Leading to: All children at Wodensfield, including those with SEND have access to full curriculum.				
	Lead People	Strategy / Action	Resources	Time	Success Criteria
Training for staff on increasing access to the curriculum for disabled pupils	Headteacher Deputy HT	Skills Audit of staff skills/expertise. On-going training for all staff- Annual Medical Needs and Specialist Nurse updates	Training time and release for TA's	On-going	Information to disabled pupils / parents as appropriate. Written information available in alternative formats. Take-up of information leaflets by parents. Increased access to the curriculum Needs of all learners met Parents fully informed
Appropriate use of specialised equipment to benefit individual pupils and staff	Headteacher SENDCO	SENCO to liaise with GEM centre and physiotherapist to ensure appropriate equipment and resources available to pupils. Coloured overlays and IWB backgrounds considered for VI pupils Training in place as needed. SENCO to liaise with parents/class teachers and support	Specialist equipment as listed	On-going	Increased access to the curriculum Needs of all learners met
To improve the physical environment for	Deputy Headteacher	Health and Safety checks to monitor physical environment to ensure access for all pupils.	On going.		Physical accessibility of school and play areas increased

children/staff/visitors with disabilities	Site Manager H&S Governor	Provide assess plan of building in reception area.	(termly Governor visit)		Steps and handrails, pathways safer for pupils/adults
To improve the physical environment for children/staff/visitors with disabilities	Head Teacher SENCO	Maintenance of hearing loops in classrooms		Annual	
Pathways and routes logical and well signed.	Site manager Headteacher	New signage installed. All steps have contrasting edging. Where there are steps, a ramp is provided for access. Drain covers painted in bright yellow to improve visibility for VI Handrails for all steps (internal and external)	Maintenance	Autumn 24 Summer 23	Improved access for all visitors
Car parking spaces reserved for disabled people near the main entrance.	Site manager	Parking space allocated to support access		Summer 23	Ease of access for visitors
Emergency and evacuation procedures in place to alert all students	Headteacher Site Manager	Personal Evacuation Plans (PEEP) in place. Shared with staff and parents. Evacuations practiced ½ termly	On going assessments as required	1/2 termly	Safe and effective evacuation of all pupils and staff.

Appropriate furniture and equipment provided to meet the needs of individual students.	SENCO School Business Manager	Chairs and tables purchased to support good posture. Individual pupils' needs are assessed for additional aids as needed.	On going individual assessments as required		All pupils are able to learn in a supportive physical environment.
All children and young people encouraged to take part in music, drama and physical activities.	Headteacher Deputy Headteacher SENDCo	Interventions are planned so that pupils do not miss Foundation subject lessons. Monitoring of extra-curricular activities to ensure engagement.	SLT monitoring	termly	Barriers are removed enabling all pupils to access a rich and balanced curriculum offer.
Staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example, some forms of exercise in physical education?	PE & PA Lead Headteacher SENCo	Inter LA sports opportunities for all pupils. Wide range of enhanced curriculum opportunities. Monitoring of engagement in enhanced curriculum activities.	Transport	ongoing	All pupils take an active part in physical activity and Physical Education.