

Woodlands Park Primary School

Accessibility Plan

This plan is also available in alternative formats on request, and is to be read in conjunction with the school's Disability Policy.

Our school strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils will be provided with the opportunity to experience, understand and value diversity.

The definition of disability is *'A person suffers 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.'*

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

We recognise that under the Equality Act 2010 (which includes the provisions of the duties under the Disability Discrimination Act (1995) and as amended by the SENDA (2001)) that *'from September 2002, it will be unlawful for schools and LEAs to discriminate against disabled pupils in their admissions and exclusions, education and associated services'*. Schools and LEAs must:

- not treat disabled pupils less favourably; and
- take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the 'reasonable adjustment' duty);
- that Local Education Authority and school governors have the duty to publish Accessibility Strategies and Plans.

Scope of the Plan

This plan covers all three main strands of the planning duty and in order to meet the needs of pupils with disabilities Woodlands Park Primary School will continue to:

1. Improve the physical environment of school including physical aids to access education for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services for the benefit of the population (and future population) of the school.
2. Ensure that disabled pupils have access to a full, broad and balanced curriculum by ensuring that that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training. For some pupils this may be dependent on individual needs and may be provided through the SEN framework.
3. Improve the delivery of information to pupils with disabilities within a reasonable time frame and take account of the pupils' disabilities and pupils' and parents' preferred formats.

Equality for disabled pupils is included as an explicit aim in all of the school's policies and is supported by the school's other policies including:

- Teaching and Learning;
- Equal Opportunities Policy;
- Behaviour Policy;
- Admissions policy/criteria;
- School improvement plan;
- School Asset Management Plan;
- Policy for school trips and excursions;
- SEN Policy;
- Disability Policy;
- Exclusions.

Aims

Woodlands Park Primary School aims to include all pupils, including those with disabilities, in the full life of the school. Our strategies to do this will include:

- having high expectations of all pupils;
- finding ways in which all pupils can take part in the full curriculum including sport, music and drama;
- planning out-of-school activities so that pupils with disabilities can participate;
- devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities;
- planning the physical environment of the school to cater for the needs of pupils with disabilities;
- raising awareness of disability amongst school staff (teaching and non-teaching) through a programme of training;
- provision of written information for pupils with disabilities in a form which is user friendly;
- the use of language which does not offend in all its literature and make staff and pupils aware of the importance of language;
- by examining our library and reading books to ensure that there are examples of positive images of disabled people.

In order to ensure equality for pupils with disabilities the Governing Body will conduct an annual Disability Audit and where necessary, we shall:

- write an action plan which includes targets;
- make the policy and targets known to all teaching and ancillary staff, pupils and parents;
- monitor the success of the plan;
- review the Plan annually.

Monitoring

Woodlands Park Primary School recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning. As part of their monitoring role, governors will monitor:

- Admissions and Exclusions;
- Attainment;
- Attendance (including punctuality);
- Effects of pastoral strategies, rewards and sanctions;
- SEN Register;
- Setting/groups including Pupil Premium children;
- Effects of the Literacy & Numeracy Strategies;
- Extra-curricular activities;
- Homework and homework clubs;
- Selection & recruitment of staff;
- Governing body representation;
- Parents' involvement in the life of the school (eg consultation meetings representation on PTA, attendance at parents' evenings, in the classroom, school productions, sports day, fetes etc).

Physical and Sensory Environment

The Premises Lead Governor together with the Head teacher and Site Manager will ensure that any proposals for improvements to the school site (including external learning areas) will consider the needs of disabled pupils, carers, staff and visitors to the school.

Reviewed by the Lead Governor Group on 21.01.16

Agreed by the Full Governing Body on 04.02.16