Accessibility Plan July 2015 – 2018

At Woodlands Academy, we are an inclusive school, where 'Every Child Matters' is at the heart of daily practice. Reasonable adjustments are made to ensure participation and enjoyment for all pupils, staff and visitors.

We are aware that we have a general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a protected characteristic and persons who do no share it.

With this in mind the Accessibility Plan has been drawn up in consultation with stakeholders.

We are committed to providing a fully accessible environment which values and includes all pupils, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs. WE are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The Accessibility plan will include relevant actions to:

- Improve awareness of Equality and Inclusion
- 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.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupil; (if a school fails to do this they are in breach of the Equality Act 2010). This covers teaching and learning and the wider curriculum of the school such as participation in afterschool 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.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

SCHOOL CONTEXT

Woodlands primary school is a two form entry primary school in Walsall. There are approximately 450 children on roll, including nursery aged children. There is a good mix of working and non-working families.

Many of the children enter nursery below age related expectations. Woodlands is an inclusive school that welcomes children from all backgrounds with a wide range of abilities and individual needs. We are committed to equality of opportunity and providing every child with learning opportunities to ensure they make the best possible progress in every subject of the curriculum.

Curriculum access							
Time Scale	Targets	Activities	Outcome	By When	By Whom	Success Criteria	Impact

Short Term	In the light of the new N.C ensure all pupils have the resources that they need to fully participate and achieve.	Audit of pupils needs	Pupils needs are identified and resources are allocated, e.g. individual timetables, coloured overlays etc.	Ongoing	All teachers and support staff	All pupils participate and have opportunities to be independent.	
	Positive prompts to be used throughout school – visual timelines and Makaton symbols displayed in every classroom.	Learning walk throughout school.	A common approach throughout school for expectations of daily practise.	September 2015	SD All staff	Children to have knowledge of their day and a clear understanding of expectations.	
	Classrooms are organised to promote the participation and independence of all pupils and adults alike.	Review of layout of materials and resources to ensure accessible to all children according to their need.	All pupils are able to access the curriculum with consideration given to individual need – positioning for children with impairments, dyslexia friendly backgrounds to monitors.			All children to have access to learning tools/arrangements to of the classrooms that meet their specific needs.	
Medium Term	To formalise the induction of new staff to ensure participation and independence of all pupils.	New staff to meet with SALT, SENCO and AT in school. Induction checklist to audit skills.	Staff to be secure in their teaching/working and identifying barriers to learning CPD areas identified.	By July 2015	SD	Staff well equipped to deal with individual difference and promote quality inclusion and equal opportunities.	

	To ensure access arrangements are applied for and the support is provided for children taking tests.	Check access arrangements for cohorts and ensure appropriate steps are taken to identify and apply for the access arrangements.	All children will have their needs met and any barriers to achieving their potential to be removed.	Annually in preparation for assessments.	SD, CM, LG/JE	Pupils to have appropriate support in accessing assessments so that they can maximise their abilities.	
	To identify training needs on different aspects of SEND to adapt to the changing school population/new admissions.	Children's needs identified and training opportunities sought to best support the children.	All staff trained and confident in supporting children to access and varying needs in work within the classroom, ensuring staff are kept up to date.	Ongoing process	SD and SLT	All staff confident and competent in supporting children access the curriculum effectively.	
Long Term	To create and maintain good links with other schools to support development/knowledge.	School –to-school support.	Improved support for children with SEND.	Ongoing	SD and SENCO clusters.	Increased confidence and expertise in supporting children with SEND across the cluster of schools.	
Equality and Inclusion							
Annually	To review the followi ng policies /plans: • Accessibility Plan • SEND policy and Information Report	All policies to be reviewed and amended to reflect legislation and practice.	All reviewed policies to be available on our school website.	Yearly	SLT, SMT Gov, SD	A fully inclusive school where all stakeholders can access policies via our school website.	

	• Behaviour Management • Positive Behaviour Policy – Team Teach Approach • Child Protection • Compliments and complaints.						
Information Access							
Short Term	To ensure school newsletters and other information is available to parents in other formats.	Review current publications and ask parents how they feel about the information that we send home – and identify how it can be improved or requirement for an alternative format.	School is able to provide an alternative should it be required to meet individual circumstances.	As and when required.	SD and TN	All parents can access material in a format suitable for their needs.	
	To consider the readability of all letters and publications that are sent out to parents.	Reaseach the readability tool in Microsoft Word to gain an appropriate reading level for all correspondence.	Correspondance made more accessible to parents and pupils.	Spring 2016	SD, M Jellings, SLT and ICT team	Information made more accessible for all.	
Medium Term	To ensure support staff have Makaton training.	2 days training Days to be identified.	Staff to be trained by Makaton trainers.	Next academic year	SD	Use of Makaton signing in school to support SEND children.	
	To ensure all children in nursery and Year 6 have completed and returned	Letter to be sent and asked to be returned once request has	All pupils will have an equal opportunity to be	In line with request deadlines.	SD, SLT, Nursery staff, Y6	All pupils confident that parents and school	

	school request forms.	been completed. (given a deadline different to authority.) Support to be offered to parents not returning the slip.	offered 1st choice.		staff.	have fully supported them during this period.	
Long Term	Have symbols around school to represent different areas and equipment.	Different areas around school to have a sign, symbol and photograph to represent it.	Areas of school clearly defined and made accessible.		SD and all staff.	Greater access for all pupils, staff and visitors to school environment.	

Identifying Barriers to Access

Question	Completed	In Progress	Under discussion	Not yet addressed
Curriculum Access				
Have we identified those who are disabled in our school?				
Have we collected enough data on pupils with disabilities in our school?				

Have we consulted with all disabled people with an interest in our school?				
Have we made good use of existing representative groups of disabled people?				
Do we promote positive attitudes towards disabled people?				
Do we include pupils with disabilities more favourably?				
Do we encourage pupils with disabilities to participate in, for example, school council / being a prefect?				

Question	Completed	In Progress	Under discussion	Not yet addressed
Physical Access				
Are your classrooms optimally organised for disabled pupils?				
Does the size and layout of areas – including all academic, sporting, play, social facilities: classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – 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 and showers?				
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 disabilities: 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? (matt laminate)				
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 and noisy equipment?				
Is furniture and equipment selected, adjusted and located appropriately?				
Access to school facilities.				
School sports.				
Activities to support the curriculum, eg, drama groups, visiting other schools)				
How the school deals with emergency procedures.				
Breaks and lunchtimes. (playleaders/buddies)				
The serving of school meals.				

Question	Completed	In Progress	Under discussion	Not yet addressed
Curriculum Access				
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 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?				
Teaching and Learning.				
Classroom organisation.				
Timetabling- facilitates inclusion.				
Assessment and exam arrangements.				
Preparation of pupils for the next phase of education.				
Information Access				
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? Signs/symbols/font size				
Do you have the facilities such as ICT to produce written information in different formats?				
Do you ensure staff are familiar with technology and practices developed to assist people with disabilities?				
School announcements. Verbal/written/symbols				
Access to information.				

Question	Completed	In Progress	Under discussion	Not yet addressed
Organisational				
Are school visits made accessible to all pupils irrespective of attainment or impairment?				
Preparation for entry into school.				
Grouping of pupils.				
Homework policy and practice.				
School discipline and sanctions.				
Exclusion procedures.				
School clubs and activities.				
School trips				
The school's arrangements for working with other agencies.				
Attitudinal				
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?				
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?				
Are there high expectations of all pupils?				
Do staff seek to remove all barriers to learning and participation?				
Access to the curriculum.				
School policies, e.g. anti-bullying, SEND policies, health and safety.				
Interaction with peers				