



## **Accessibility Plan July 2022 – 2025**

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 not share it.

With this in mind, the Accessibility Plan has been written 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

## **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.

The Accessibility Plan, should be read in conjunction with:

1. The Local Authority admissions policy
2. The School Prospectus
3. The Equality Action Plan
4. The Behaviour Policy
5. The Special Educational Needs Policy
6. The School's Offer

All these policies are checked to ensure that they do not, unintentionally, treat pupils with disabilities less favourably.

### **The Accessibility Plan aims 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.

The full range of needs and required support for all pupils identified as SEN support or with an EHCP, will be considered at least termly. These discussions will involve staff, parents and children plus outside agencies, as necessary.

The action plan below identifies key activities that will take place to ensure that the school becomes increasingly accessible for pupils with disabilities.

## **Current position**

### **Curriculum:**

- Obtain data on future pupil population to facilitate advanced planning. This includes liaising with pre-school providers and the Local Authority SEN team. This enables provisions to be set in place when the children start.

- Liaising with external services and agencies regarding individual needs.
- Liaise with educational establishments preparing for the intake of new children, who transfer within a year. Identify needs and adaptations and to have them in place for when they start.
- Review policies, ensuring they reflect inclusive practice and procedure, and are in compliance with the Equality Act 2010.
- Deployment of Learning Support staff to cover the learning needs of the children.
- Ensure, that where appropriate, pupils have access to additional time, readers etc, when taking assessments.
- Provision of a bank of resources, available to support individual needs.
- Ensuring collaboration and information sharing between school and families.
- Setting clear learning objectives, that are appropriately differentiated, for individual pupils.
- Using Individual Learning Plans, where appropriate to measure progress and achievement of individual pupils and to facilitate the setting new targets.
- Encouraging the use of clear of visual aids to support learning.
- Provide accessible educational visits.
- Developing areas around school to further enhance learning.
- Use a range of teaching methods and styles to facilitate access for all pupils: for example appropriate use of language, questioning techniques, individual, paired and group work, variety of learning strategies.
- Ability groups to target additional needs, with skilled support staff.
- Making every effort to enhance inclusion at all times.
- Creating a culture of understanding and tolerance so that all abilities are accepted, as a part of our school community.

- Development of mutual understanding and support between colleagues when working with pupils whose disabilities are challenging.
- Targeted interventions to support emotional well-being.
- Use of Makaton signing, where appropriate, to support learning.
- Cycle of training for SEND needs and specific interventions.
- Established and maintained relationships with outside agencies for pupils with additional needs.
- Use of the Autism framework to support planning and assessing for our pupils with a diagnosis.

### **Physical Access:**

- The school building has adapted entrances for accessibility of pupils with physical difficulties.
- A disabled parking space at the front of the school.
- Three disabled toilet facilities.
- Spaces for small group work and individualised work for targeted learners.
- Children's work is shown to be valued through displays around school.
- Handrails installed and updated around school.
- High visibility strips on some steps have been updated.
- Blinds installed in some classrooms.

### **Information Access:**

- Visual timelines in classrooms and for individual targeted pupils.

- Home-school books for targeted children to ensure effective communication.
- Text messaging/emails sent to parents.
- Provision of verbal information, large print and coloured paper for giving information for targeted pupils.
- InPrint has been purchased – a programme, which uses picture symbols to support the text.
- Open door policy and staff present each morning as children arrive to have face to face contact if parents so require.

## Action Plan

### Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

Targets	Strategies	Timescale	Responsibilities	Success criteria
1.Ensure all pupils have the resources they need to fully participate, make progress and achieve.	Review the children's needs and purchase relevant resources	On a termly basis	SD, class teachers and support staff.	All pupils participate and have the opportunities to be independent
2.Continued assessments and observations to support the identification of additional needs	A range of assessments to be used to identify learning need of children displaying areas of difficulties.	Ongoing	SD and class teachers	Assessments to be carried out, and provision of learning tools/resources available to support learning.
3.Training for teachers and support staff to differentiate the curriculum to meet specific learning needs	Audit of staff training requirements	Ongoing	SD/TN	Improved staff confidence and increased access to the curriculum
4. Ensure all aspects of curriculum are developed for access for VI child.	VI team in termly to assess and review. Actions given and implemented.	Ongoing	SD and staff within the year group	VI child able to continue to learn alongside peers.

5. Further development of sensory room and activities on offer	Timetabled use for children requiring sensory time.	Ongoing	SD and SP	Provision in place for the children that require it.
6. Lunch hub to remain open throughout the year	Children identified with needs/anxieties, and activities in place to ensure the children feel safe and relaxed through unstructured time.	Ongoing	Support staff	Pupil voice to demonstrate impact and the support it can offer to them.
7. Staff to use widge symbols to support texts	PD sessions with relevant staff and children encouraged to communicate with the use of made resources	Ongoing	JJ and SD	Data to show progress of language development.
8. School to retain attachment aware status	PD sessions for all staff	Ongoing	JG SD TN LB	Strategies in place to identify and support children. Monitored impact required.
9. To include pupils with additional needs as fully as possible in the wider curriculum including trips and residential visits as well as extra-curricular provision.	Personalised risk assessments and plans for individual children. Liaise with external agencies and ensure staff involved with the children are clear about procedures and are able to carry them out. Review all trips.	Ongoing	SD, TN, VB, JG	All children are able to partake, as fully as possible, in the wider curriculum.

**Aim 2: To improve the physical environment of the school to increase the extent to which pupils with needs can access education and associated services.**

Targets	Strategies	Timescale	Responsibilities	Success criteria
1. To ensure that the site is suitable for pupils with sensory and PD difficulties. Improve	A rolling programme of upgrading the blinds within classrooms, visual strips in corridors (on ramps) and on all stairs and supporting handrails replaced and additional added to	Ongoing as children and environment is regularly re-assessed.	SD, VB, TN, All teaching staff and site manager	Safety of the pupils and physical resources to support the pupils, have had appropriate

the physical school environment if required to meet specific needs (if possible)	corridors and toilets following outside OT and VI advice. Non-slip flooring throughout the all the school corridors. All improvements to take into account the needs of pupils with PD and sensory impairments when planning and undertaking future improvements.			consideration given wherever school improvements have been made.
2.Ensure that reasonable adjustments are made for pupils with a disability, medical conditions or other additional/access needs.	Personalised risk assessments or plans created, external agencies consulted, identify and implement training needs and ensure that procedures are clear and staff capable and confident to carry out.	Ongoing	SD, TN, AJ, JG All teaching staff	Pupils are able to access activities alongside peers with reasonable adjustments being made.
3.Visitor access made easier.	Signing in process made easier with new system purchased. Disabled parking space kept clear from other cars – a barrier installed to prevent free access to carpark. Options given to use back door if required for visitor with PD and requiring access to upper level of school.	Ongoing – suggestion box	TN	Visitors enter school safely and easily.
4. Ensure all pupils are safeguarded	Alterations to school site made with the improvement of safeguarding in mind eg,KS1 Toilets sectioned off into raised cubicles.	On going	TN and safeguarding team	Improvements to the school site have improved the safeguarding of pupils.
5. Ensure that the sensory area meets the needs of our pupils (as needs change regularly)	Evaluate the needs of the children and ensure needs are met through activities and resources on offer.	Ongoing	SD, class teachers and support staff	Pupil voice to be gathered to find out how they can be supported further for enjoyment and participation. Pupils communication is enhanced through enriched quality opportunities.



**Aim 3: Improve the delivery of information to pupils, staff, parents/carers and other members of the school community.**

Targets	Strategies	Timescale	Responsibilities	Success criteria
1. Identify families that require further assistance with access	Identify needs and provide information suitable for the needs required eg, coloured paper, large text, verbal, language – interpreter.	Ongoing	All staff	Families are able to access information given to them from school and offered additional support if required.
2. Raise staff awareness of good communication systems for pupil information and the specific needs of all children	Awareness of targeted groups raised through ongoing meetings and record keeping. Transition meetings where thorough pupil information is forwarded.	Ongoing	All staff	School is more effective at meeting the needs of the children

**Aim 4: To promote equality and inclusion throughout the school.**

Targets	Strategies	Timescale	Responsibilities	Success criteria
1. To review the following policies/plans: * Accessibility Plan * SEND * SEND information report * Relationships and Behaviour Policy * Anti-bullying policy * Child Protection and safeguarding * Complaints policy	All policies to be reviewed and amended to reflect legislation and practice	Annually	VB/TN/SD/JG	A fully inclusive school where all stakeholders can access policies via our school website

* Intimate care * Emotional wellbeing and mental health * LAC policy * Separated parent policy				
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