



Woodsetton School



ACCESSIBILITY PLAN

Date of last review: September 2019

Date of next review: September 2022



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Overview

As a special school for children with moderate learning difficulties, we, at Woodsetton, are continually working to ensure that we not only meet the needs of people with disabilities, but provide the best possible education for our children, in an appropriately stimulating environment. We strive to raise the profile of people with disabilities in the local community through maintaining strong links with other schools and organisations locally, as well as offering support and training for other professionals in their own setting and at Woodsetton School.

Improving standards in accessibility is therefore of paramount importance to us and threads through all aspects of our practice and reflection. This plan draws together many of the key strands which we are currently reviewing and developing to help reduce and eliminate barriers so that all our pupils can access the curriculum and participate fully in our school community.

School aims, values and ethos

At Woodsetton School our values reflect our commitment to a school where there are high expectations of everyone. We aim to prepare our children for the opportunities, responsibilities and experiences of life by providing a wide range of high quality, stimulating and challenging learning opportunities so that each child attains and achieves all that they are able to. We strive to create a community that is supportive and friendly as well as challenging, so we can establish good learning habits for school and for the future. We want the very best for all our children and everyone in our school is important and included. We recognise and value everyone's uniqueness and success. We celebrate learning in all its forms and are committed to nurturing lifelong learners who have confidence and good self-esteem. The school aims to ensure that our physical environment, curriculum and written information are as accessible as possible. Staff receive regular training in supporting children with SEND and we work with a range of external agencies to achieve this end. Our school aims to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Contextual Information

Woodsetton is a special school in Dudley LA catering for primary age pupils with moderate cognition and learning difficulties and/or speech, language and communication difficulties. Pupils often join us with a wide range of different / complex needs (including medical conditions), and bring a wonderful mix of interests and personalities to our school. Currently our funded number is 103 however we regularly have more than this number of pupils on roll.

Woodsetton is a single storey however the hall, ICT suite and kitchens are on a slightly higher level which can be accessed by either a set of steps or the lift. Over several years, the school building has been adapted and developed to improve accessibility for all.

Current good practice at Woodsetton

- All areas of the school are accessible to all pupils
- There is one designated disabled parking bay on the school car park



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- Disabled toilet facilities/care rooms can be found in both KS1 and KS2 areas of the school.
- Changing beds and showers are available in both care rooms and are suitable for use by children and adults with disabilities
- The entire school building is fully accessible for wheelchair users. The main entrance can be accessed by a ramp whilst the hall/ICT suite can be accessed via the external door at the car park end of the hall or through the main entrance and then by using the internal lift leading into the hall.
- Classrooms and toilets as well as communal areas are accessible to all
- The school has internal emergency signage and escape routes are clearly marked.
- Personal Emergency Egress Plans are in place for identified pupils and parents sign and agree these on a regular basis
- Relevant paperwork is also available for visitors to complete if they feel a PEEP is necessary for themselves
- All school information is available in large print on request
- Pupils with visual impairments have access to appropriately sized and coloured paper/overlays as required
- Staff are trained to support individual pupils with visual and hearing impairments both educationally and with looking after equipment
- Individualised plans are created to support children with physical difficulties and staff are trained in appropriate moving and handling techniques
- The school supports any available partnerships to develop and implement the plan
- Liaison with specialist services to ensure appropriate support is provided for identified pupils and reasonable adjustments made
- All lessons, education visits, learning experiences and clubs are accessible to all pupils irrespective of attainment or impairment
- Expectations for all are high and everyone is valued and made welcome
- Class teams, together with outside agencies, work to identify and eliminate barriers to learning and participation
- Teaching staff have a good understanding of how disabilities can affect learning and ensure their planning & teaching is inclusive, varied and differentiated to meet the needs of all individuals and groups
- The school has a clear complaints procedure and an 'open door' policy to ensure issues are dealt with promptly
- If you have any concerns relating to accessibility in school, this procedure sets out the process for raising your concerns
- This plan will be made available online on the school website

Purpose of this plan

Under the Equality Act 2010, it is statutory for schools to have an Accessibility Plan. This plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

The purpose of the plan is to ensure we meet our statutory duties towards our pupils, parents, carers, staff, Governors and members of the wider community who may have a disability, in order that all may have the fullest possible access to our provision. Where pupils and prospective pupils are concerned, school also acknowledges its non-discrimination and planning duty under the SEND 2014.



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This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010. Under this Act, a person has a disability if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to carry out normal day to day activities. Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long -term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Our school is committed to ensuring that staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. We will endeavour to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This plan was drawn up following a detailed audit of the three areas – access to physical environment of school, access to school curriculum and access to written information.



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Accessibility Action Plan

Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the ethos of Woodsetton. Through self-review, staff appraisal and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs through a range of different teaching styles and strategies within inclusive classes and ensure that all children are able to participate fully in the broader life of the school. Consequently, all children are encouraged to attend clubs, leisure and cultural activities and educational visits.

Target	Strategies	Time scale	Who by	Success criteria
To improve access to ICT equipment for pupils with dyspraxia/ visual impairments	Purchase individual laptops / touch screen screens / large font/ coloured keyboards/ coloured overlays as required	By February half term 2020 and ongoing thereafter	SLT	All pupils with identified visual impairments will be able to access the curriculum when partaking in computer based work. All pupils with identified dyspraxia where it is advised that they have an alternative way of recording work other than handwriting will be able to record their work and access the curriculum through ICT
To ensure all new teachers & teaching assistants have received appropriate training for key difficulties such as dyslexia, dyspraxia etc	Identified staff meeting time to deliver in house training	March 2020 and ongoing thereafter	SLT	All staff will be aware of and using agreed strategies to support pupils with a range of needs
To ensure pupils with dyscalculia receive appropriate support to access the maths curriculum	Training for all teachers and teaching assistants on Dyscalculia provided	Spring term 2020 and ongoing thereafter	SLT	Pupils with dyscalculia are identified early and appropriate support is in place
To identify pupils needs who will be entering Woodsetton and any adaptations or additional provision required on entry	Liaison with pre-school providers, parents, external advisors and LA to share information/ training and prepare for all new pupils	June/July each year for Reception intake + ongoing as required for all other pupils	Early Years Leader for Reception intake SLT/CTs for all other pupils	Provision/resources/equipment is in place ready for when the child/ren start school



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To ensure all staff have a thorough understanding of disability equality issues	Identified staff meeting time to deliver in house training	Summer term 2020	SLT	All staff will understand the requirements of the Equality Act 2010
To review policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing within policy review cycle	SLT and FGB	All policies clearly reflect inclusive practice and procedure
To offer a differentiated curriculum for all pupils	Identified staff meetings plus release time for curriculum leads to regularly review content and delivery of curriculum with staff	Ongoing within curriculum review cycle	All staff and FGB	Our curriculum is broad, balanced and appropriate for all of our pupils' needs and abilities.
To ensure resources are tailored to the needs of all pupils	Review and update resources required to deliver the curriculum / individualised learning programmes in order to ensure the needs of all pupils are met	Ongoing within curriculum review cycle	All staff and FGB	Resources are relevant and appropriately matched to our pupils, needs and abilities and match our curriculum.
To ensure curriculum resources include examples of people with disabilities	Review and update resources in school showing examples of diversity and disability	Ongoing within curriculum review cycle	All staff and FGB	Resources are relevant and appropriately matched to our pupils, needs and abilities and match our curriculum.

Improve the physical environment of the school to increase the extent to which pupils with a disability, medical condition or other access needs can access education and associated services.

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known as they enter the school. As they move through the school, adaptations are made to the physical environment of their classroom in order to fully meet their needs.

Target	Strategies	Time scale	Who	Success criteria
To ensure all barriers to access school are eliminated	Make any necessary adjustments to size of doorways and corridor widths to enable wheelchair access/ other equipment use	Autumn term 2020	SLT/FGB/SBM/ Site Manager	All doorways, paths, corridors, ramps, etc enable wheelchair users and/or children and adults with disabilities to access all areas of school



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To ensure that all outdoor areas are accessible to children and adults with disabilities	Plan any outdoor developments to provide access by all	Academic year 2019-20	SLT/FGB/SBM/ Site Manager	All outdoor areas are accessible to all pupils and parents
Toilet and changing facilities are accessible to all pupils	To ensure that new toilet facilities for pupils are compliant with accessibility requirements	Summer / Autumn 2019	SLT/FGB/SBM/ Site Manager/ contractor	All disabled toilets and changing facilities are fully accessible to all children and adults with disabilities
To enable parents and visitors with hearing difficulties to access events in school hall	Investigation, identification and installation of a Hearing Loop system in school hall	Academic year 2021-22	SLT/FGB/SBM/ Site Manager	All attendees at events held in school hall will be able to make use of the Hearing Loop.
Improvements to help the visually impaired	External steps outside old entrance to Reception/KS1 and steps to field highlighted in yellow/non-slip paint	Ongoing maintenance	SBM/Site Manager	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained.
Library shelving at wheelchair accessible height	Plan any library developments to ensure appropriate access	Ongoing	SLT/FGB/SBM/Site Manager	Learning environment adapted to meet the needs of pupils as required
To regularly review system for evacuating all pupils esp those with PEEPS and/or children/ adults with other disabilities from the building	All PEEPs and emergency evacuation strategies/plans are reviewed regularly and updated as required	Ongoing	All staff	Visitors/parents/ pupils who are unable to vacate the building independently during an evacuation will have a clear system to follow / previously approved PEEP
Ongoing development of the school premises	The school will comply with Local Authority Planning requirements, including matters relating to provision for disabled persons when changing and adapting the school premises and is fully DAA compliant.	Ongoing	SLT/FGB	The school takes into account of the needs of all pupils and visitors with physical difficulties and sensory impairments when planning and undertaking improvements/ refurbishment of the site, premises, fixtures and fittings.



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Improving the delivery of written information to pupils, staff, parents/carers and other members of the school community

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils and parents. Examples might include hand-outs, textbooks and information about school events. We will ensure that the information is provided in a preferred format and within a reasonable timeframe.

Target	Strategies	Time scale	Who	Success criteria
To ensure that visually impaired parents and visitors have access to adapted safeguarding information about the school	Key information for visitors will be provided in large print / audio form as required	Sept 2019	Office staff/SLT	All visitors to the school will receive key information in a form that is accessible to them.
To have written material available in alternative formats	Improve availability of information for parents: <ul style="list-style-type: none"> display appropriate leaflets for parents to collect provided translated documents where appropriate improve internal signage large print resources Braille pictorial or symbolic representations 	Summer term 2020	Office staff/SLT	Information to disabled pupils/parents are available as required. Written information available is also available in alternative formats.
To review and update school website to ensure all up to date and relevant information is available to parents	Identify key times to update website on a regular basis so to ensure all documents and information on it is relevant	Autumn 2019 and ongoing thereafter	HT/SLT/ GB/ teaching staff	Once new website is live, identify expectations in relation to class pages as to how often these need to be updated.
To review information for parents/carers to ensure it is accessible to all	Provide information and letters in clear print in "simple" English. School office to support and help parents to access information and complete school forms	Autumn 2019 and ongoing thereafter	School office	All parents to receive information in a form that they can access All parents to understand what are the headlines of the school information
Provide information in other languages for pupils or prospective pupils	Identify parents who may require information in other languages + consider access to translators, sign language and interpreters if possible	Autumn 2019 and ongoing thereafter	Office staff/SLT	All parents to receive information in a form that they can access All parents to understand what are the headlines of the school information