



# ACCESSIBILITY PLAN

Date of last review: May 2016

Date of next review: May 2019



## Accessibility Plan & Strategy

### 1. Introduction

The Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA), placed a duty on all schools and Local Authorities (LAs) to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. From 1 October 2010, the Equality Act replaced most of the Disability Discrimination Act (DDA). However, the Disability Equality Duty in the DDA continues to apply.

### 2. Definition of Disability

Disability is defined in the Disability Discrimination Act 1995 (DDA):

'A person has 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.'

In the Equality Act 2010, a person has a disability if:

- they have a physical or mental impairment
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping

People who have had a disability in the past that meets this definition are also protected by the Act.

### 3. Aims and Objectives

As a special school for children with moderate learning difficulties, we 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.

### 4. Principles

Compliance with the DDA is consistent with the school's Aims, Equal Opportunities Policy and SEN Policy.

The school recognises its duty:

- ✓ not to discriminate against disabled pupils in their exclusions, and provision of education and associated services;
- ✓ not to treat disabled pupils less favourably;



- ✓ to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage;
- ✓ to publish an Accessibility Plan.

In performing their duties, governors and staff have regard to the Disability Rights Commission Code of Practice (2002):

- ✓ The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality;
- ✓ the school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles;
- ✓ setting suitable learning challenges;
- ✓ responding to pupils' diverse learning needs;
- ✓ overcoming barriers to learning and assessment for individuals and groups of pupils.

## **5. Activity**

### **a) Education and related activities**

The school will continue to seek and follow the advice of the LA and external agencies.

### **b) Physical environment**

The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises and put into place temporary measures during any building work.

### **c) Provision of information**

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested and will endeavour to ensure that such information will be made available in pupils' and parents' preferred formats within a reasonable time frame.

## **6. Accessibility Plan & Strategy: Review and Revision**

The following group will be responsible for monitoring, reviewing and (if necessary) revising the Accessibility Plan & Strategy:

- Headteacher
- Chair of Governors
- Governor with responsibility for SEN
- Deputy Headteacher
- Assistant Headteacher

This plan will be reviewed at least every three years or sooner if required.

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Woodsetton School  
Accessibility Plan, May 2016

Subject	Area for development	Action	Who by	How	Deadline
Education and related activities - Curriculum	Revise PTTs in line with DAPA targets	Ensure curriculum is constantly individualised and differentiated for pupils of all abilities.	English and Maths Leads	Liaison with classteachers and support from SLT	July 2016
Education and related activities - Curriculum	Further develop life skills across the school	Creation of assessment tool to show ability/progress with life skills and to support transition of Y6 pupils to secondary	HT/DHT/Teaching Staff, Support Staff	Liaison with LA and other schools	July 2017
Education and related activities - Curriculum	Awareness of the needs of individual pupils entering Woodsetton	Identify and provide ongoing advice/training to support all staff in meeting needs of all pupils	HT/DHT	Ongoing liaison with external agencies + appropriate CPD provided by all relevant external agencies including OT, physio, Autism Outreach, VI, HI etc	Ongoing
Physical environment	Access to playground	At front of school, ensure access/egress point is accessible for all pupils via side gate into playground	HT, GB	Compliant	July 2016
Physical environment	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.	HT, GB	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.	2016 - 2019
Physical environment	Hearing loop system	Investigate, identify and provide a hearing loop system for school	HT, GB	Liaison with LA and other schools who have already had one fitted.	2018 - 2019
Availability of information	Review and update school website	Ensure that new website is up and running + updated regularly so to ensure all documents and information on it is relevant	HT/DHT/GB/teaching staff	Once new website is live, identify expectations in relation to class pages as to how often these need to be updated.	July 2016 + ongoing thereafter
Availability of information	Review information to parents/carers to ensure it is accessible	Provide information and letters in clear print in "simple" English School office will support and help parents to access information and complete school forms	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	Sept 2016 + ongoing thereafter
Availability of 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	School office	Assess parental needs + research possible ways to support parents with understanding all information shared by school	Sept 2016 + ongoing thereafter