



Accessibility Plan

Signed by:

Chair of Governors

Date:

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|---|----------------------|
| Committee with oversight for this policy | Resources Committee |
| Policy to be approved by | Full Governing Board |
| Policy last ratified and adopted by Full Governing Body | December 2023 |
| Policy / Document due for review | December 2026 |

At Woodlands Academy our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child has access to a wide range of opportunities for learning. Everyone in our school is important and included. We promote a community ethos of positive attitudes where we nurture and challenge pupils to achieve their full potential. We work hard to ensure that all children are able to develop their own interests, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's self-esteem and confidence. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

Woodlands Academy is committed to providing an environment that enables full access to the curriculum which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Woodlands Academy Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain 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 within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Woodlands Academy Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- School Development Plan
- Special Educational Needs Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Resource Committee.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Woodlands Academy

ACCESSIBILITY PLAN

Action Plan A – Improving Physical Access

| Ref | Question | Recommendations | Time Scale | Priority | Cost |
|-----|--|--|------------|----------|---|
| 1 | Wheelchair access to Library and playgrounds due to raised door frame. | Site manager to investigate possibility of having a portable ramp which could be used to provide access as necessary. Further investigation into feasibility of permanent ramps to be investigated. | 1-2 years | Medium | Quotes to be sought by caretaker and options for creating a ramp from raw materials investigated. |

Woodlands Academy

ACCESSIBILITY PLAN

Action Plan B – Improving Curriculum Access

| Ref | Question | Recommendations | Time Scale | Priority | Cost |
|-----|---|---|------------|----------|--|
| 1 | Are appropriate interventions in place allowing all children to access the curriculum at their level? | AHT & SENCO to monitor impact of existing interventions and adapt as necessary. Teachers to work closely with TAs to develop bespoke interventions suited to the needs of the individual children in their class. Children in EY and KS1 to make use of break out areas to ensure interventions aimed at high needs pupils do not distract the rest of the class. | Ongoing | Medium | Tracked via provision map and monitored |
| 2 | Are pupils able to navigate learning spaces and access resources? | Teachers and support staff to ensure that resources are accessible to children and clearly labelled? SLT to monitor the use of working walls and pupils' access to and use of resources. | Ongoing | Medium | Possible cost of additional resources if needed. |

ACCESSIBILITY PLAN

Action Plan C: Improving the Delivery of Written Information

| Ref | Question | Recommendations | Time Scale | Priority | Cost |
|-----|--|---|------------|----------|----------------|
| 1 | Have we promoted access to documentation on the school website for those with English as an additional language? | Translation tool available on website. Encourage parents to request access to documentation in their home language. This can be prepared using Google tools. Parents and pupils could provide audio or video translations of key information e.g. attendance. | Ongoing | Medium | Not applicable |
| 2 | Have we provided parents with information which can be accessed multiple times via electronic means? | Letters and information to be sent to parents via text and email. Links to be accessible multiple times. Reminders sent prior to upcoming events. | Ongoing | Medium | Not applicable |