



Accessibility Plan

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

As an Academy supporting young people with Special Educational Needs & Disabilities (SEND), treating all individuals fairly and with respect is a core principle.

Our commitment to **equality of opportunity** and the **elimination of discrimination** is not born out of simple adherence to Government Acts or Local Authority Policy. Rather, it is a long-held and deeply-felt belief that all people should be treated with respect and supported to fulfil their potential regardless of any Protected Characteristics.

For us, equality of opportunity means working hard for each individual pupil to break down their barriers to learning and building their capacity to learn and live as independently as possible. Avoiding discrimination means pro-actively addressing issues in the systems or attitudes that may promote such problems.

This plan will be made available online on our website, and paper copies are available upon request.

The Woodlands Academy is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our complaints procedure (also available on our website) covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan,

- Teaching, Learning & Safeguarding committee
- Staff via email
- School council
- Parents

Initial priorities and objectives were suggested from within the Senior Management Team and then presented to governors, staff, pupils and parents for discussion before being finalised.

2. Legislation and guidance

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](#).

The Equality Act 2010 defines an individual as disabled 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 undertake 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.

Schools are required 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 policy complies with our funding agreement and articles of association.

3. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

4. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication (on our web-site)
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

5. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with additional needs including physical disabilities</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils to support their individual needs and access to an appropriate curriculum.</p> <p>Curriculum resources include ICT, communication aids, sensory equipment, physiotherapy equipment</p> <p>Curriculum progress is tracked for all pupils and targets are set individually to ensure appropriate support whilst providing stretch and challenge..</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Continuously review the needs of pupils and provide training for all staff needs. To include sensory, PIVATS 5, SCERTS, SRE, Rebound therapy, Clicker 7, P.E.C'S, Autism Awareness, Lego group, Sand Therapy. So Safe, THRIVE</p> <p>Implementation of sensory curriculum for all pupils – see sensory tier framework.</p> <p>Use of SCERTS framework for some pupils as appropriate.</p> <p>Develop skills for the hearing impaired and visually impaired through support from the associated services and additional training.</p>	<p>Review curriculum offer</p> <p>Develop subject progression documents linked to tracking systems</p> <p>Invest in school data analysis for MAPP (semi-formal learners assessment framework)</p> <p>Develop intervention programmes and timetables</p> <p>Develop 'champions' for moving and handling, medical support, speech, language and communication, sensory integration.</p>	<p>SMT</p>	<p>July 2021</p>	<p>A curriculum offer that meets the needs of individual pupils and all pupils making good and better progress both academically and also within their own EHC outcomes</p>

		<p>Introduction of Clicker 7 software to reduce barrier for writing.</p> <p>Introduction of a new curriculum structure to ensure greater bespoke planning, resourcing and teaching of the different cohorts and needs</p> <p>Rebound therapy, sensory diets and programmes, physiotherapy programmes identified and in place where appropriate.</p> <p>Train staff to help support medical needs within the Academy.</p> <p>Implementation of sensory curriculum for all pupils – see sensory tier framework.</p> <p>Timetable off-site activities to include swimming, gymnastics, sports events, horse</p>				
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		riding.				
Improve and maintain access to the physical environment	<p>The environment is utilized as effectively as possible. School recognize that some areas are no longer fit for purpose and a survey of current SEN school provision matched against our current provision is being sought.</p> <p>School does it best to provide disability access but accept some areas are not accessible (first and second floor).</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor widths in main area of school • Disabled parking bay • Disabled toilet/hygiene suite with changing facilities 	<p>Changes to teaching areas and refurbishment requires a new evaluation of the toilet requirements for the age and ability of those who have moved location</p> <p>Review of flooring particularly at entrances and exits where SEN pupils are most likely to have difficulty</p> <p>Large play areas are not accessible to some students when slightly wet or exposed to very cold damp weather</p> <p>Review of school décor to support visual impairments (pale yellow walls with dark colour such as blue for door frames)</p> <p>Consider the availability of more disabled parking for visitors to the school</p>	<p>Premises review with premises committee</p> <p>Priority identification with strategy committee</p> <p>Plan of work to be carried out</p> <p>Quotes obtained</p> <p>Improvements made</p>	<p>Premises committee</p> <p>Strategy committee</p> <p>SBM and site manager</p> <p>March 2021</p> <p>September 2021</p>	<p>January 2021</p> <p>January 2021</p> <p>February 2021</p> <p>March 2021</p> <p>September 2021</p>	<p>Physical environment used effectively to meet the needs of pupils. Areas identified as not accessible to be recorded and reported during a site inspection for future CIF bid</p>
Improve the delivery of	Our school uses a range of communication methods to	Review signage in school	Review signage to ensure it is visible to all	Site manager	January 2021	Consistent accessible signage throughout

<p>information to pupils with a disability</p>	<p>ensure information is accessible to all.</p> <p>This includes:</p> <p>Internal signage</p> <p>Large print resources</p> <p>Pictorial or symbolic representations</p> <p>Accessible website</p> <p>Use of social media</p>	<p>Ensure all documents on the website are available in large print</p> <p>Ensure signage around school supports non-readers through the use of symbols and that symbols are consistent</p> <p>Ensure the website is easy to access and navigate</p> <p>Ensure social media is used to support</p>	<p>in all key areas using a consistent approach</p> <p>Ensure a copy of all documents available on the website are available in large print</p> <p>Review of site</p> <p>Review current website and refresh accordingly to ensure it is accessible and easy to use</p> <p>Ensure school has a Facebook page, twitter account and developing the use of electronic online learning platform such as class dojo</p>	<p>Specialist curriculum instructor</p> <p>Site manager and lead for ASC</p> <p>Specialist curriculum instructor</p> <p>Specialist curriculum instructor and ICT subject lead</p>	<p>October 2020</p> <p>December 2020</p> <p>December 2020</p> <p>December 2020</p>	<p>school</p> <p>Easy to access and navigate website that is up to date and current</p> <p>Use of social media to inform parents/carers</p> <p>Use of online learning platform in place</p>
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Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	The majority of school accessed by students is on the ground floor however we do have two class groups on the first and second floor levels.	Whilst not ideal we are making use of space we have in school to best effect. Semi-formal students have access to the ground floor along with KS1, 2 and 3. At the end of each academic year when devising class list for the next academic year, students' needs are taken into account and class moves made to ensure that students required to access the first and second floor are physically able to do so	SLT	
Corridor access	Corridors are mostly accessible for wheelchair use although some are narrow. Alternative routes in and around school have been identified to take this into account if needed	When identifying class groups and locations within school is being conducted in the summer term in preparation for the new academic year, staff are involved in identifying students' needs and accessibility. Future developments and CIF Bids are hoped to rectify this in the future	SLT and class leads	
Lifts	NA			
Parking bays	School has one disabled parking space and outside of pick up and drop off times, there is ample space at the front of school by the	Future developments in school buildings via CIF bid to further develop parking	HT and SBM	

	main entrance that can be used			
Entrances	Most entrances in school are accessible for all.	Where doors are narrow and impeded ease of access an alternative route is identified. An emergency exit route is also identified and recorded in students' plans.	SLT and class leads	
Ramps	Ramps are available in most rooms to access outdoor areas. These ramps are moveable to support across the school if required			
Toilets	We have one toilet/hygiene suite that is accessible to all	Development of hygiene suites in school to ensure ease of access and appropriate equipment being identified this academic year for development next year	HT and SBM	
Reception area	The main reception area is within the school building, this is accessible to all.	School building development has identified that it would benefit from a separate reception area that is not within the main school building. A CIF bid to support the work required will be undertaken	HT and SBM	
Internal signage	Signs around school in all areas identifying exit routes in case of emergencies	Regular checks on signage take place to ensure they are present	Site manager	
Emergency escape routes	Emergency routes are identified	Routes are identified and signage in place. Any specific changes to support access is also identified and included in students personal emergency evacuation plan	Site manager and class leads	