



# WOODFORD

## PRIMARY SCHOOL

### Accessibility Plan

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## 1. Aims

The aims of this Accessibility Plan are to ensure that Woodford Primary School continues to work towards increasing the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions 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 the education, facilities and services provided
- Improve the availability of accessible information for disabled pupils

At Woodford Primary School, we are committed to the fair and equal treatment of all individuals able bodied or disabled and, on a continuous basis, will work towards improving access to the physical environment, to the curriculum and to the provision of information. We will ensure that all staff have the right training and knowledge to support people with disabilities effectively, in line with the Equality Act (2010).

## 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'.

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.

### 3. 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	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<b>Increase access to the curriculum for pupils with a disability</b>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p>	All staff are continually trained to employ quality first teaching strategies in the first instance in response to individual needs.	The curriculum will be continually adapted in response to changing needs as informed by the school SENDCo.	SENDCo and Class Teachers	Ongoing	Pupils with a disability make expected or better progress.
	<p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	All staff have the relevant training from outside agencies where appropriate to support the specific needs of some of our most vulnerable pupils.	Plan and deliver bespoke training opportunities with outside agencies when the need arises.	SENDCo and Class Teachers	Ongoing	Staff are confident in using suggested strategies, pupils benefit from an adapted and differentiated curriculum appropriate to their needs.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
		As the school grows in size, continue to recruit specialist support staff to ensure that we have the expertise and capacity within the team to provide the support that our disabled pupils require.	Continually review the needs of our pupils to identify the staff we require at the next recruitment phase.	SENDCo	Ongoing	The Learning Support team is appropriately staffed with people with the right knowledge to support our pupils effectively.
		PE curriculum further adapted to suit the needs of all learners. This should include accessibility of equipment and activity.	Recommendations from OT and PT services continue to be actioned. Alternative and adapted equipment to be purchased if necessary.	SENDCo	Ongoing	All pupils have the opportunity to access appropriate PE activities.
<b>Improve and maintain access to the physical environment</b>	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This will include:</i></p> <ul style="list-style-type: none"> <li>• <i>Ramps</i></li> <li>• <i>Lift</i></li> </ul>	Pupils with specific needs have the appropriate equipment and furniture in place to allow them access to their lessons.	Collate information from feeder nurseries and external agencies to ensure that the necessary equipment is purchased.	SENDCo	Ongoing with each new cohort	Pupils will have full access to the physical environment of the school.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<ul style="list-style-type: none"> <li>• <i>Corridor width</i></li> <li>• <i>Accessibility toilets and changing facilities</i></li> <li>• <i>Contrast strips to mark stairs, hand rails and vertical support posts.</i></li> </ul>	Personal evacuation plans for identified vulnerable pupils.		Develop Personal emergency evacuation plans (PEEPs) for specific pupils. Support staff informed of which pupils they are responsible for in an emergency situation. Peeps forms are stored with emergency evacuation register held by School office and brought to the evacuation point.	SENDCo	In place for Sept 2022 and updated annually	Identified pupils are aware of their PEEP. Completed PEEPs in place for all identified pupils.
	Teachers ensure that appropriate seating plans are in place to support pupils with a disability in their access to each room		Staff are continually informed of all pupils with a disability and the difficulties they may face with access within certain rooms.	Teachers informed by SENDCo	Ongoing	All identified pupils are seated appropriately in rooms to ensure maximum access within each room.
	To continually maintain warning strips on vertical posts, steps and		All areas both internal and external to be included, ongoing maintenance of existing warning	Estates Coordinator	September 2022 with	All pupils with VI are able to navigate

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
		handrails, to support pupils with VI	fixtures and strips. Checked and maintained all year round.		ongoing maintenance	successfully around school safely
<b>Improve the delivery of information to pupils with a disability</b>  <i>Our school will use a range of communication methods to ensure information is accessible. This includes:</i>	<ul style="list-style-type: none"> <li>• <i>Large print resources</i></li> <li>• <i>Induction loops</i></li> <li>• <i>Internal signage</i></li> </ul>	All SEN pupils will have a detailed 'SEN Support Plan' which clearly outlines the differentiated teaching strategies and communication methods that should be used to help them to make the progress they deserve.	Refine SEN Support Plan through a SEND review meeting with parents and pupils to ensure that needs are clearly identified and that the right strategies and communication methods are in place.	SENDCo	In place in October of each academic year and updated throughout the year	Staff will be fully equipped with the right strategies to support pupils with disabilities and this will ensure that pupils can access all information delivered in lessons.

## 4. Monitoring arrangements

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

It will be approved by the Laurus Trust Board of Trustees.

## 5. Links with other policies

This Accessibility Plan is linked to the following policies and documents:

- Risk Management Policy
- Health and Safety Policy
- Equality information and objectives (Public Sector Equality Duty) statement for publication
- Special Educational Needs and/or Disability Policy
- Supporting Pupils with Medical Conditions Policy

1	Is furniture and equipment selected, adjusted and located appropriately?				Yes, all adjustable furniture will be purchased as required depending on specific needs of any Pupil as determined by specialist support advice.
2	Are pathways and routes logical and well signed?				Yes
3	Do you have emergency and evacuation procedures for specific pupils with a disability?				Yes
4	Is appropriate furniture and equipment provided to meet the needs of individual pupils?				Yes – technology is provided where necessary, as well as height adjusting furniture
5	Do furniture layouts allow easy movement for pupils with disabilities?				Seating plans are used to ensure that pupils with disabilities are seated appropriately
6	Are quiet rooms/ calming rooms available to children who need this facility?				Yes
7	Are there barriers to easy movement around the site and to the main entrance?				No

8	Are steps needed for access to the main entrance?				No
9	Do all those steps have a contrasting edging?				N/A
10	If there are steps, is a ramp provide to access the main entrance?				N/A
11	Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?				Yes
12	Is it possible for a wheelchair user to get through the principal door unaided?				Yes
13	If no is an alternative wheelchair accessible entrance provided?				N/A
14	If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?				Yes
15	Do all internal doors allow a wheelchair user to get through unaided?				Yes
16	Do all corridors have a clear unobstructed width of 1.2m?				Yes
17	Does each block have a wheelchair accessible toilet?				Yes
18	Does the relevant block have accessible changing rooms/ shower facilities?				Yes

19	If the block is on more than one level, do the internal steps/ stairs have contrast colour edgings?				Yes
20	Is there a continuous handrail on each internal stair flight and landing?				Yes
21	Do the blocks have a lift that can be used by wheelchair users?				Yes
22	Do you have any sort of mechanical means provided to move between floors? If, yes please state.				Yes, a lift
23	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?				Yes
24	Are non-visual guides used to assist people to use the buildings?				No, this is something that we do not currently have the need for.
25	Could any of the décor be confusing or disorientating for pupils with disabilities?				No
26	Is a hearing induction loop available (either fixed or portable) in the school?				Yes
27	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)				Yes

## 2. Learning Access

Item	Issue	Green	Amber	Red	Comment
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?				Regular training will be provided on SEND, assemblies will be in place to promote disability awareness.
2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children with disabilities if required?				Regular SEND training will be provided to all staff. Strong relationships exist with local providers e.g. NHS occupational therapists and physio therapists, and training will be provided when there is a need for this.
3	Do all staff seek to remove all barriers to learning and participation?				Yes, this will be evidenced in lesson observations
4	Is teaching and learning appropriately differentiated to meet individual needs so that children and young people make good progress?				Learning walks and lesson observations ensure that differentiation is embedded in lessons.
5	Are all children and young people encouraged to take part in music, drama and physical activities?				Yes, this is part of every pupil's curriculum.

6	Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example some forms of exercise in physical education?				All staff have access to detailed profiles of need which outline the adjustments they need to make to allow access for individual pupils. Alternative PE activities are provided for pupils who need them through adult support in PE lessons.
7	Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?				Differentiation for pupils with SEND is considered as part of a lesson plan and seating plans account for pupils with disability. Lesson observations and SEN monitoring quality assure that this is taking place in lessons.
8	Are all staff encouraged to recognise and allow for the additional time required by some pupils with disabilities to use equipment in practical work?				Yes
9	Do you provide access to appropriate technology for those with disabilities?				Any specialist equipment is secured where necessary and is dependent on need.
10	Are school visits, including overseas visits, made accessible to all children and young people irrespective of attainment or disability?				All pupils are encouraged to attend any trip or visit they choose. Additional measures are put in place to ensure that this is viable and risk assessed.
11	Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities?				All staff and employees are made aware of the technologies that will be used to assist those with a disability via pupil profiles, and training is provided where necessary.

3. Information Access					
Item	Issue	Green	Amber	Red	Comment
1	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed format?				Teachers will work with support staff and external agencies to differentiate resources to include symbols, visual aids and simplified language where necessary.
2	Do you have the facilities such as ICT to produce written information in different formats?				Yes
3	Do you ensure that information is available to staff, pupils and parents in a way that is user friendly for all people with disabilities?				We will provide information on everything that we do as a school to support pupils with a disability. In order to ensure that this information is communicated in the correct way for those with disability, we will hold regular parent and pupil evenings to disseminate information face to face and to ensure that everyone has the opportunity to query anything they are unsure of.