



Woolmore
Primary School

ACCESSIBILITY PLAN

December 2021

This policy supports the following articles from the United Nations on the Convention on the Rights of a Child:

Article 3: (Best interests of the child): The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children.

Article 23 (Children with disabilities): A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.

Our Vision

- At Woolmore, we welcome and celebrate difference and diversity within our community.
- We want our children to be successful citizens who value themselves and each other. Therefore, we are continually striving to ensure that we nurture, challenge and enable each and every one to be the very best they can be in all areas of school life.
- We will always endeavour to keep the views of the child and their family at the centre of our planning.
- We know that the earlier we identify special educational needs and provide support, the more successful our children will be. Early identification of special educational needs and/or disabilities (SEN/D) is what we are currently striving for.
- We make sure that all our staff have the knowledge and skills to support our children with SEN/D and believe that most of the needs of our children can be addressed through Quality First Teaching.
- We will provide expert support and resources for children with SEN/D as and when appropriate.

Rationale

In order for all of our children to be the very best they can be we need to ensure that at every level, in all our work and throughout all aspects of the school community and its life, everyone will be treated equally. It is our duty, by law, to promote disability equality.

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled students, under Part 4 of the DDA:

- not to treat disabled students less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled students so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled students.

At Woolmore, we have a general duty to:

- promote equality of opportunity between disabled people and other people;
- eliminate discrimination;
- eliminate harassment related to a disability;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life;
- take account of disabled people's disabilities even where that involves treating disabled people more favourably than other people.

The duties apply to disabled pupils, disabled staff and disabled people who use services provided by our school.

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

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA) as: "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."

Plan for action:

This plan outlines the proposals of the governing body to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010. These are:

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
3. Improving information delivery to pupils with disabilities.

The future planned action work will be led by the SENDCo who will prepare reports for the school Leadership and Governing Body as necessary.

Curriculum Access

Audit of Current Provision and Action Required:

Statement	Evidence	Action Required
Teachers and TAs have the necessary training to teach and support pupils with a range of disabilities and have access to specialist teachers and external agencies for information and advice	INSET records for individual and whole school training; CPD file.	Regular staff meetings updating advice re knowledge of learning styles. Termly. On-going CPD from outreach specialists.
Pupils with Social, Emotional and Mental Health are supported effectively in school.	Whole school training using Paul Dix philosophy. Counsellor employed through Child in Time - 2 days a week. During 2017/2018 one TA was trained as an ELSA (Emotional Literacy Support Assistant) by EP service – another to be trained in 2018/2019 Individual Programmes are put in place to support targeted children. More support for vulnerable families in the community	Links to latest SIP/SEF plan. Impact to be evaluated Child/family/staff/SLT In Autumn 2018 employ a family support worker as part of the Inclusion team to meet the growing needs
Classrooms are optimally organised for disabled pupils	Classroom space is large and staff consider the best arrangement of furniture to improve accessibility & to accommodate necessary equipment. Checklist from DDA used 'Reasonable Adjustments in the Classroom'	Consider year group classroom changes to best meet the needs of disabled pupils.
Lessons provide opportunities for all pupils to achieve i.e. are differentiated and include work to be completed by individuals, pairs, small groups and the whole class as appropriate and are supported by teaching assistants. AFL strategies including learning partners support those children with disabilities	Book Looks, Lesson observation records. Lesson Plans Learning journals Monitoring reports	Continue to implement personalised learning when appropriate.
All pupils are encouraged to take part in music,	Full inclusion, extra-curricular clubs, residentials, trips out, concerts, performances etc.	As need arises, extra staff support/different transport (eg. a taxi)

drama and physical activities		As part of risk assessment
Staff recognise and plan for the additional time and effort needed by some disabled pupils, slow writing speed for pupils with dyslexia, extra time to move from activity to activity for those with physical disabilities.	All staff aware of needs & detailed in planning/learning journals (if on EHCP) Appropriate applications can be made for SATs – readers/scribes/extra time can be applied for.	As need arises. According to assessment timetables, at transition points, after pupil progress Meetings and SEND reviews.
All staff plan for additional time required by some disabled pupils to use equipment.	See planning	
School visits are accessible to all pupils, regardless of attainment or impairment.	Consultation with parents as appropriate. ALL risk assessments include info re. disabled pupils. H&S policy	Extra staffing/parental accompaniment/ special equipment (buggy/wheelchair)
All staff have high expectations for all pupils	Book Looks, Lesson Observations, Tracking & target setting in place. As part of teaching and learning monitoring timetable	
All staff strive to remove barriers to learning and participation & value pupil voice.	Lesson observations, Learning Plans Annual Reviews, monitoring systems, staff meetings. Pupil represented on school council	Continuing CPD As part of SIP evaluation At staff appraisals

Physical Access:

Audit of Current Provision and Action Required:

Statement	Evidence	Action Required/When?
When the school was designed in 2015, plans were carefully considered so that the new build was fully accessible for people with disabilities	Building plans Environment/Learning walk	
There are disabled toilets on every floor which are fully accessible	Completed with new building in early 2016	
The whole school has universal access. Doors wide enough for wheelchair access, a lift is available		
Pathways around school are safe and well signed.	Good signage.	
Playground surface is safe for all pupils, soft surface with games to support individual learning.		Monitor
Emergency and evacuation systems inform all pupils.	Evacuation procedures displayed clearly in each class and communicated to children regularly. PEEP (personal emergency evacuation plan) in place for identified pupils. EVAC chair installed with new building in 2016 and staff trained	Ensure new staff are trained as required
Classroom/dining room furniture appropriate to suit the needs of the class	Dining chair/classroom chair with specific support for a couple of children with disabilities.	Assessed at each transition point
All areas are well lit	Audited by H&S	
Parents are able to access meetings	All areas of the school are fully accessible	

Access to Information

Audit of Current Provision and Action Required:

Statement	Evidence	Action Required/When?
Staff are aware of parents/carers/children with disabilities and use this information to ensure good communication	Register of needs kept by the SENDCo and Head	Update/review each term
Staff are familiar with technology and practices to assist pupils, parents and carers with disabilities, e.g., positioning when talking to a hearing impaired learner, need for simple language and visual prompts for those with learning difficulties.	External advice given by specialists. Lesson observations.	Staff Meetings to discuss when needs arise and on-going CPD
The school will liaise with LA support services and other external agencies to provide information in simple, clear language, symbols, large print, on audiotape or in Braille for pupils/parents and carers who may have difficulty with the standard printed format.		As appropriate as and when requested.
The school ensures that both in lessons and parents meetings, information is presented in a user-friendly way, e.g., by reading aloud, using power point presentations etc.	IWB used in every class for enlarging texts. All staff read aloud & for parents who cannot read, information can be read to them. Separate report can be requested to be sent if a parent does not live at same address Power Point presentations used at workshops and parents' meetings. Website updated weekly & regular news letter sent to all parents.	