

Accessibility Policy and Plan

Woodbury School



Reviewed by: Headteacher **Date:** September 2024

Approved by: MD Education Services **Date:** September 2024

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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.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

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

The school supports any available partnerships to develop and implement the plan. Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 auxiliary aid or adjustments to premises.

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	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils with a disability. We also aim to eliminate barriers for staff, governors, visiting professionals, parents, and the community. We offer a varied and differentiated curriculum that caters for the needs of all pupils. The resources we use make the curriculum accessible for all so that at all times all pupils can access the full curriculum offer. For pupils that have visual impairments 	<ul style="list-style-type: none"> All physical school resources to be adapted and evidence through planning and pupils' work. Ensure staff are frequently updated on any physical adaptations made to the school. 	<ul style="list-style-type: none"> The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, more accessible fixtures, and fittings. 	<ul style="list-style-type: none"> Headteacher and senior leadership team. 		<ul style="list-style-type: none"> All pupils' needs will be met. Any adaptations to the school's physical appearance will further help enhance all pupils access to the curriculum.

	<p>curriculum resources are adapted so that the font size of resources is enhanced to make reading more accessible.</p>					
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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<ul style="list-style-type: none"> • Our physical environment is adapted so that access is maintained for all pupils and staff. • Our school has a suitable amount of car parking spaces with a bay outside the front of school available for those who have a disability. • Our library has a wide range of resources that for someone who uses a wheelchair can have easy access to obtain books and resources. • There is a suitable first aid room. 	<ul style="list-style-type: none"> • Ensure that it is communicated to staff, parents, and any visitors that the first parking bay outside the front of school is available for those who have a disability. • Review the library space to ensure that there are more wheelchair level bookshelves and that these adaptations are also available in all 	<ul style="list-style-type: none"> • Purchase specific sized bookshelves so that they can be placed in classrooms and in the library to ensure they can be accessed by all. • Disabled parking signs to be added at appropriate car parking space at the school. 	<ul style="list-style-type: none"> • Headteacher and senior leadership team. 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Staff, visitors, or pupils with any disabilities will have a shorter journey from the car park to the school and will have their own designed car parking space. • Resources will be more accessible for any pupils or staff using wheelchairs as resources will be at appropriate heights.

		learning environments.				
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<p>Improve the delivery of information to pupils with a disability</p>	<ul style="list-style-type: none"> • We will ensure that the delivery of information allows greater accessibility. • We ensure that information is presented in various ways so that pupils who have disabilities can have equal access. • Pictures and symbols and increased internal signage are all in place to ensure that the delivery of information is maintained. 	<ul style="list-style-type: none"> • Update and maintain signage relating to information. • Senior leaders and key teaching staff to receive braille training during CPD Monday/Tuesday / Friday sessions. 	<ul style="list-style-type: none"> • If we have a child/ parent with a visual impairment requiring Braille, we will have signs made in Braille. If we have child/ parents without English, we will have signs made in their language. • Staff to be trained on braille in anticipation that pupils who require braille can have full access to information and the curriculum. • Pictures and symbol card key rings and literacy aids to be placed in all classrooms to support 	<ul style="list-style-type: none"> • Key teaching staff. • Senior leadership team. 	<ul style="list-style-type: none"> • Signage maintenance ongoing. • 	<ul style="list-style-type: none"> • Increased understanding of communication aids available to staff to help support delivery of information to pupils.
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4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be approved by the headteacher.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality policy
- SEN policy