



Accessibility Plan

Approved: November 2018

Review: November 2021

Vision and Values of Inclusion

As a school we welcome inclusion of children with diverse needs and work from the child's needs and stage of development. We have a strong focus on working with parents as partners and with other professionals. .

At Wodensfield we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of **race, disability, sex, sexual orientation, gender reassignment, religion or belief**. We will adhere to the legal definitions of these protected characteristics as set out by the Equality and Human Rights Commission (EHRC) code of practice which can be found in our single Equality and Diversity Policy.

Definition from DDA 1995 on disability:

"A physical or mental impairment which has a substantial and long term adverse effect on his/her ability to carry out day to day activities."

Schools' duties around accessibility for disabled pupils

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability

Discrimination Act and have been replicated in the **Equality Act 2010** Part 5A of the Disability Discrimination Act 1995 (DDA) requires the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This **Accessibility Plan** and the accompanying action plan forms part of the **Disability Equality Scheme** and sets out how the governing body will improve equality of opportunity for disabled people. The SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the Governing Body has had three key duties towards disabled pupils under part 4 of the DDA.

- Not to treat disabled pupils less favourably for reasons related to their disability

- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA.

Increasing the extent to which pupils with additional needs can participate in the school curriculum;

The school SEND policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with the LA and Educational Psychology Service, the SENDCO manages the Statutory Assessment Process; ensuring additional resources are available where appropriate.

The school has purchased Educational Psychologist support from the Local Authority and an Independent provider. The school has employed a Family Liaison and Behaviour Support Learning Assistant. They provide additional support for pupils and support teachers in implementing strategies for improving pupils' behaviour and access to learning.

The school works closely with specialist services including:

- Hearing Impaired Children's service
- Visual Impairment Advisory and Support Service
- Occupational Therapists and physiotherapists
- Speech and Language Therapy
- Westcroft Special School Outreach Team
- Wolverhampton Information, Advice and Support Service.



Improving access to the physical environment of schools


This covers improvements to the physical environment of the school and physical aids to access education.

Improving the delivery of written information to pupils with additional needs

This will include making information that is normally provided by the school, available to pupils with disabilities. Examples might include handouts, timetables, textbooks and information about school events. This should be available within a reasonable time, and parents' views and wishes should be taken into account.

The Accessibility plan is kept in school. If anyone wishes to view it, it is freely available to you. This plan can be made available in different formats if requested, including the school website. www.wodensfield.org

 Increased access to the curriculum for all pupils			
Targets	Strategies	When and by Who?	Success Criteria
Staff to have skills and expertise enabling all pupils to access the curriculum.	Skills audit to take place annually. CPD opportunities to support SEND pupils.	CPD lead SENDCO	
Appropriate use of specialised equipment to benefit individual pupils and staff	SENDCO to liaise with GEM centre and physiotherapist to ensure appropriate equipment and resources available to pupils Coloured overlays and IWB backgrounds considered for VI pupils Training in place as needed. SENDCO to liaise with parents/class teachers and support		Increased access to the curriculum Needs of all learners met
To ensure that all pupils take part in physical activity for at least 2 hours per week.	PE & Sports lead teacher to ensure that lessons are inclusive CPD opportunities identified to support inclusive PE and Sports. PE & Sports Action plan monitored and updated. (includes Sports Premium funding)	Termly PE & Sports Lead teacher. On going	All children take part in PE and Sports activity. All staff are confident to support inclusive physical activity. Sports premium funding used effectively to enable all pupils take part in physical activity. (2 hours per week)
 To improve physical environment for children/staff/visitors with disabilities			
Targets	Strategies	When and by Who?	Success Criteria
To provide a learning environment that is accessible to all stakeholders.	Monitor physical environment to ensure access for all pupils.	DHT and Caretaker-ongoing. Ongoing	Physical accessibility of school and play areas increased Steps and handrails, pathways safer for pupils/adults

	<p>Maintenance of hearing loops in classrooms.</p> <p>Provide assess plan of building in reception area.</p> <p>VI: When redecorating ensure colour schemes support VI access.</p> <p>Steps around site painted to improve visibility for VI Drain covers painted in bright yellow to improve visibility for VI</p>	<p>HT/DHT</p> <p>Caretaker</p>	
 Improvements in the provision of information for parents and carers of pupils with additional needs.			
Targets	Strategies	When and by Who?	Success Criteria
To provide information that is accessible and easily understood by all	<p>School information is written in language that is easily understood.</p> <p>School staff will support and help parents to access information and complete forms where appropriate. Translation will be arranged where possible.</p> <p>Annual DDA survey informs accessibility actions</p>	<p>Ongoing –SLT</p> <p>School to signpost parents/carers to Wolverhampton Information, Advice & support services. http://wolvesiass.org/</p> <p>HT- annually</p>	<p>Information to disabled pupils / parents as appropriate. Written information available in alternative formats. Take-up of information leaflets by parents. Increased access to the curriculum Needs of all learners met Open door policy. Parents/cares aware that they can approach school staff for support at all times.</p>
To provide information that is accessible and easily understood by all	Maintain school notice boards in Reception and playground.	Text message service Marvellous Me message School website updated regularly	Parents/carers kept informed. Website is accessible to all

	Maintain and further develop the school website		
To provide support for parents/carers of SEND pupils.	SENDCo to organise termly meetings/workshops with parents of SEND pupils. Family liaison Officer to organise family support workshops for parents/carers of SEND pupils	SEND and FLO- termly	Parents/carers of SEND pupils have a clear line of support and communication with school. Home visits and workshops in place leading to improved support.