

# Woodland Community Primary School



## Accessibility Plan

**2018-2021**

Woodland CPS, Regent Street, Heywood, Rochdale, OL10 3BX

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Headteacher: Mrs Nicola Brogan

Special Education Needs and Disabilities Co-ordinator (SENDCo): Miss Lauren McKnight

September 2018

Review date: September 2019

We at Woodland Community Primary School are committed to making our best endeavours to meet the special educational needs of pupils and ensuring that they achieve the best possible educational and other outcomes. In line with our mission statement "Achievement and Excellence for all" every teacher is a teacher of every child, including those with SEND. This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2015) 3.65, Part 3 of the Children and Families Act 2014 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (September 2015)
- Schools SEN Information Report Regulations (2015)
- Part 3 of the Children and Families Act 2014 and associated regulations
  - Disability Discrimination Act

This policy has been created by the school's SENDCO, Miss Lauren McKnight.

The Disability Discrimination Act placed duties upon schools to remove discrimination against pupils with disability in their access to education. The Act requires schools to make 'reasonable adjustments' to their policies, procedures and practices to accommodate pupils with disability more fully in school life. To aid this process, schools are required to prepare and have in place, written plans to increase accessibility.

The Governors and staff at Woodland Community Primary School want all children to enjoy school, to be challenged to achieve their very best, and to ensure each and every child exceeds their own expectations of themselves. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

### **Purpose of this Plan**

This plan shows how Woodland Community Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

### **Definition of disability**

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

### **Areas of planning responsibilities**

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils). The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

### **Contextual Information**

Woodland Community Primary School opened in September 2006 and was formed following the amalgamation of three local primary schools. We serve a wide catchment area within the township of Heywood. The area within which the school is located, the west ward of Heywood, is regarded as being within top 20% deprived areas nationally. We are also in the highest percentile for Free School Meals and the size of the school. There are a large number of very young parents; one parent families living on benefits or low incomes, and there is an increasingly diverse population, as more children from ethnic minority backgrounds join the school. There is high mobility into the school, yet little movement out, unless due to house moves etc.

The school is in its sixth year of being a year of being a two/three form entry Primary School – we have; 3 cohorts that have 3 classes, and 4 with 2 classes. There has been extensive building and remodelling of

existing buildings and grounds to accommodate these growing numbers and make the facilities suit our needs as a 21st Century School, giving the school and its families, a school library.

### Increasing access for disabled pupils to the school curriculum

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

Target	Strategies	Time-Scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access  Assign CPD and monitoring for dyslexia, differentiation and recording methods	On-going and as required  Reviewed termly	SENCo  HT/DHT/AT/SLT	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure classroom support staff have specific training on disability issues	Provide CPD from Ed Psych: Metacognitive Strategies  Dyslexia Strategies  Progress in SEMH  Training for support TAs on writing /using 'social stories' for use with ASC children (RANS)  Be aware of staff training needs  Staff access appropriate CPD	Spring 2019           As required	SENCo	Raised confidence of support staff  Children able to access the curriculum with more independence and confidence
Ensure all staff are aware of disabled children's	Create and maintain individual access/medical	Updated termly when writing IHCP's/ provision	SENCo	All staff aware of individual children's needs

curriculum access	plans for disabled pupils when required  Information sharing with all staff and agencies involved with individual children	updates. Relevant information in class files  As new children enter school and additional needs become apparent		
Audit and review PE curriculum to ensure PE is accessible to all	Audit current provision to identify areas in which access to PE could be improved  Gather information on accessible PE and disability sports  Seek disabled sports people to come into school	Autumn 2018  Spring 2019  Summer 2019	SENCo  PE Leader  HT/DHT/AT/ SLT	All children to have equal access to PE arrangements and able to excel in this subject

### Improving access to the physical environment of the school

Woodland is situated on a large, predominantly flat site with a large car park to the front and rear. To ensure access to pupils, or their parents, with disabilities; the school has two disabled parking bays, which have dropped curbs to ease access to the main school entrance. There are further disabled parking bays to the rear of the school, also with dropped kerbs. There is access to the rear of the building from these bays. The entrance to the main office is via automatic double doors which lead, with easy access for all, to the ground floor environment. Access to the first floor environment is provided by a lift which is easily accessed from the main entrance.

There are disabled toilets situated on both floors of the building, 4 in total, and 2 changing facilities are also available. A medical room which houses a shower and medical bed is situated on the ground floor of the building. Access from classrooms direct into the school playground are flat and those who access the playground via doors off corridors are either flat too or have ramps installed. All doors throughout school are wide enough to accommodate a wheelchair, although some support would be needed to open the doors.

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis. Further provision, will be negotiated when a pupil's specific needs are known.

Target	Strategies	Time-Scale	Responsibly	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the IHCP process when required	Written and updated termly and when children join the school or additional needs are identified	SENCO	IHCPs in place for disabled pupils and all staff aware of pupils needs
	Be aware of staff, governors and parents access needs and meet as appropriate	Induction and on-going if required	HT	All staff and governors feel confident their needs are met
	Through questions and discussions find out the access needs of parents/carers through newsletters/questionnaires	Annually	HT/SLT	Parents have full access to all school activities
	Consider access needs during recruitment process in order to plan ahead	Fair recruitment process	HT/SLT	Access issues do not influence recruitment and retention issues
Maintain signage and external access for visually impaired people	Ensure yellow markings are maintained and re-painted as necessary	Annually	Site Manager	Visually impaired people feel safe in school grounds
	Maintain external lighting	Daily		
	Ensure walkways are free from litter and hazards			
Visually inspect and maintain signage in terms of damage and cleanliness	Daily			
Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties	Completed on a 'needs basis' in response to personal need	SENCo	All disabled pupils and staff working alongside are safe in the event of a fire or emergency
Develop a system to ensure all staff are aware of their responsibilities	Annually in September	SENCo		

All fire escape routes are suitable for all	Egress routes visual check	Weekly	Site Manager	All disabled staff, pupils and visitors able to have safe independent egress
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### Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include hand-outs, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Target	Strategies	Time-Scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "clear" English  School office will support and help parents to access information and complete school forms  Ensure website and all document accessible via the school website can be accessed by the visually impaired (possible link through you tube/external links).	During induction  On-going  Current	Office  School Office  SLT	All parents receive information in a form that they can access       All parents understand what are the headlines of the school information
Improve the delivery of information in writing in an	Provide suitably enlarged, clear print for pupils with a visual	Daily for class resources	Class Teacher  SENCo	Excellent communication

appropriate format	impairment  1-1 work (both child and class teacher) with the Visual Impairment Team (RANS)	Termly	School Office	Pupils are able to access the curriculum independently and with confidence
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and adjustments to make information accessible	Spring 2019  Review annually or during new staff induction	SENCo  Class Teachers	Staff produce their own information
Languages other than English to be visible in school	Some welcome signs to be multi-lingual	Academic year 2018/2019	HT/DHT/AT/ SLT  SENCo  Site Manager	Confidence of parents to access their child's education
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	Ensure website is fully compliant with requirement for access by person with visual impairment.  Ensure Prospectus is available via the school website	2019	SENCo  HT/DHT/AT  School Office  SLT	Fair and equal access to information about the school

### **Management, coordination and implementation**

The SENDCo and governing body of Woodland Community Primary School are responsible for this plan and will report on it annually. The SENDCo will review and revise the plan on a termly basis and report to governors. Detailed analysis of termly tracking assessments end of key stage assessment data will be used to evaluate the plan and the views of parents and pupils will also be considered in the evaluation process.

### **Availability of the school's plan**

This plan is available to view/download from the school's website: [www.woodland.rochdale.sch.uk](http://www.woodland.rochdale.sch.uk), or can be obtained as a paper version from the school's office.

**Reviewed by:** Miss L McKnight

**Date:** September 2018