



Accessibility Policy & Accessibility Plan 2019-2021

Chair of Governors: Mr A Ratcliffe SEND Link Governor: Mrs A Doig Equality Governor: Mrs M Pell
Executive Headteacher: Mrs I Morse
Broad Oak Head of School, Mrs C Kinsella;
Dallington Head of School, Mr P Cox;
Punnetts Town Head of School, Mrs C Winter.
Inclusion Manager/SENDCo: Susan Conaway



This **Accessibility Policy** was drawn up to comply with current legislation and requirements in Schedule 10, relating to Disability, and the Equality Act 2010.

Woodlands Federation Governors are accountable for ensuring the implementation, review and reporting on the progress of the **Accessibility Plan** attached to this policy over a prescribed period of time.

The **Accessibility Plan** will cover a three year period and will be updated annually.

Woodlands Federation commitment

1. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.
2. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
3. Woodlands Federation school accessibility plans will ensure the accessibility of provision for all pupils, staff and visitors to the school, updated annually, but modified to meet access needs of an individual as required.
4. On-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

The Accessibility Plan will contain relevant actions to:

- a. Improve access to the physical environment of the school. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- b. Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- c. Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables and information about the school and school events (these are examples only and not an exhaustive list). The information should be made available in various preferred formats within a reasonable time frame.

The Action Plan for physical accessibility relates to the Access Audit of the school which is undertaken annually alongside the review of the Action Plan. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans.

This policy and the Accessibility Plan will be monitored through the Governing Board Leadership and Management Committee.

The Accessibility Plan will be monitored by Ofsted as part of their inspection cycle.

Woodland Federation Accessibility Plan 2019 -2021

Strategy to improve physical access to the physical environment of the school					
Focus	Action to be taken	Time Scale	Who?	Resources/Cost	Outcome
School site meets the needs of all pupils currently at the school.	Access audit of the school – taking account of the physical needs of the children on roll.	Annually or when an individual with physical needs or other disability plans to join the school	Ex Head Head of School Inc. Manager	90 minutes meeting time Within budget	All children on school roll are able to access as much of the school site as possible
	Strategic planning for the needs of children who are expected to join the school. If there are children who cannot access parts of the school, short or longer term, modifications will be made for full inclusion. Reasonable adjustment or modification includes all mobile classrooms and where possible outside learning facilities. Maintain high standard disabled bathroom facility		SLT (<i>Executive Head, Head of School Business Manager and Inc. Manager</i>) Governors Leadership & Management committee SLT	Contact and meeting time Within budget	
Disabled pupils can be safely evacuated from the school site	Purchase evacuation chair if required by any child with a disability. Ensure that that there is an evacuation plan written for any disabled children on roll which is	September every year or when a child with physical needs or other disability plans to join the school	Governors Leadership & Management committee SLT	Evacuation chair Contact and meeting time	All children on school roll can be safely and quickly evacuated from the school site in case of emergency

	shared with the child and the family and staff.				
Future building work complies with accessibility guidance	Consider accessibility guidance in the light of any new building work	At the time of building work propositions	Governors Leadership & Management committee SLT	Visits to sites to evaluate access where similar work has been completed Contact and meeting time	All new building work complies with accessibility guidance
Effective partnership with parents	Input from parent of child with additional needs Record of parents views Parent questionnaire	As required Annually	Executive Head Head of School Inc. Manager Parent		Parents understand rational behind decisions and actions to support inclusion
Strategy to improve curriculum access for pupils with a disability					
	Action to be taken	Time Scale	Who?	Resources	Achievement/Outcome
Children with disabilities or additional needs can fully access the curriculum	Training for staff in the identification of and teaching children with specific learning difficulties.	Ongoing	School staff Outside agencies/expertise	CPD budget INSET Staff release time	Children are successfully included in all aspects of school life
	Training for Awareness of Disability- achievement and challenges and requirements/needs, including work with for example <i>Just Different</i> CLASS Hearing and Visual Impairment Services, Continuing Care/Health	Ongoing	School staff Outside agencies/expertise	CPD budget INSET ISEND units	School community increased awareness of disability issues
	All extra-curricular activities are planned to ensure they are accessible to all children.	Ongoing		Within budget	Increased access to all school activities for all children

Classrooms are optimally organised to promote the participation and independence of all pupils.		Executive Head Head of School Inc. Manager	Within budget	Increased access to curriculum enrichment as well as National Curriculum for all children	
Ensure all children identified as SEND have appropriate interventions in place according to need. Interventions are identified on class provision maps For pupils on the SEND register (SEN support and any child with Education Health Care Plan) individual plans to enable and improve access to learning opportunities	Termly and as required based on <i>assessment, plan do review</i> cycle	Executive Head Head of School Teaching staff Inc. Manager	Within budget	Children with additional needs meet their targets	
Refer children with disabilities to relevant services for example, Hearing and Visual Impairment Services, Continuing Care/Health	As required to meet pupil need	Inc. Manager	Contact and meeting time	Children with additional needs are seen by relevant services and any suggestions are actioned ensuring full access to the curriculum for all	
Reference policy – <i>Supporting Children with Medical Conditions</i>	As required to meet pupil need	Inc. Manager	60 mins 3x annually	Policy reflects practice	
Review all EHC Plans and detail in section on <i>health</i> ,	As required to meet pupil need	Inc. Manager	60 mins annually	Evidence of statutory provision	
Liaison with health professionals, including trainers, to monitor quality of access and inclusion	As required to meet pupil need	Inc. Manager	Contact and meeting time	Quality assurance from health professionals	
Meet with School Nurse Service to monitor quality of access to support inclusion	As required to meet pupil need	Inc. Manager	Contact and meeting time	Quality assurance from health professionals	
Meeting with SEND governor re	As required to	SEND Governor	Contact and	School meets statutory duty	

	quality of access	meet pupil need	Equalities Governor Inc. Manager	meeting time	
	Additional risk assessments	As required to meet pupil need	Inc. Manager	60 mins annually	Full access
	Personal emergency evacuation plan (PEEP)	As required to meet pupil need	H& S Lead Inc. Manager	60 mins annually	Full access
	Additional insurance through LA	As required to meet pupil need	Business Manager	60 mins annually	Safeguarding
	Liaise with outside agencies such as HEALTH or SENSORY SERVICE to monitor quality of access and advise on reasonable adjustments to enable inclusion	As required to meet pupil need	Inc. Manager	Contact and meeting time	Full access

Strategy to improve the delivery of written information			
Focus	Action to be taken	Time Scale	Outcome
Availability of written material in alternative formats to meet requirements of parents/carers	The school will find out services available through ESCC for converting written information into alternative formats Review all current school publications and promote the availability in different formats for those that require it.	Ongoing	School will be able to provide written information in different formats when required for individual purpose
Communication between school and parents/carers	Send out survey to parents regarding quality of communication.	Term 6 annually	School is more aware of the opinions of parents and acts on this because opinion is surveyed and action taken appropriately