



Woodcock Hill Primary School
Accessibility Plan
2015 – 2018

Under the Disability Discrimination (Prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations 2005 the Governing Body has three key duties towards disabled pupils:

1. not to treat disabled pupils less favourably for a reason related to their disability
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
3. to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Proprietor/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:

- a) increasing the extent to which disabled pupils can participate in the school curriculum
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled

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

The School's Context

We are a Community school for boys and girls age range 4 to 11 years. The school comprises of several buildings covering a large site, mostly of one storey construction (there a few stairs in the Infant building).

The School's Aims

- embraces a partnership between the school and home
- offers to each member the opportunity to grow in knowledge fostered through Christian values and guidance
- every individual has a right to be part of a community where each member is valued and respected for their own worth irrespective of race, colour, creed or ability
- children will be helped to appreciate that they are members of the wider community in its richness and diversity
- curriculum provides a setting in which all children have an equal opportunity to grow in understanding and in the acquisition of skills, attitudes and values.

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- The Special educational needs and disability code of practice:0-25 years 2014
- The Disability Discrimination Act (referred to above)
- Code of Practice for Schools (Disability Rights Commission)
- ISI inspection

The priorities for the Accessibility Plan for our school were identified by a planning group who consisted of:

- SEN Governor
- Head Teacher
- Deputy Head Teacher
- Inclusion Manager (SENCO)
- School Business Manager

1. Planning Templates 1-3 Starting points

1A: The purpose and direction of the school's plan: vision and values

- Woodcock Hill Primary school is committed to ensuring that the children in our care receive the best possible education, through inclusive practice. We endeavour to break down barriers to learning for all those with difficulty or disability, whether lifelong or temporary

1B: Information from pupil data and school audit

- There are currently 4 children on role who have a statement, including a child with deafness and one with physical disability.
- There are a very small number of other children who may obtain a EHCP in the future.
- There are currently six children who have a diagnosis of ASD.
- 45% of pupils have entitlement for Free School Meals (as at December, 2015)

1C: Views of those consulted during the development of the plan

- Parents like the friendly nature of the school, but this was not reflected in attendance at parent's evenings. The leadership team wanted to continue to build home school links, mindful of the challenges presented of balancing accessibility and safeguarding.
- Opportunities were created for dialogue between staff, governors and parents informally by serving free refreshments at the Autumn term parents evening which proved successful for those difficult to engage with families.

2. The main priorities in the school's plan

2A: Increasing the extent to which disabled pupils can participate in the school curriculum

- The curriculum is being revised in line with the new National requirements. Expectations are high for all pupils and modifications are made where appropriate
- From September 2014 there are two minibuses available to support with transport to off-site Educational visits and activities which makes the cost of transport significantly more affordable for families
- School encourages the support of parents with homework. Mathletics and Bug club are web based learning platforms which children can access from both home and school, which support the development of English and maths
- There are two suites of mobile laptops which the children can use in school, with secured wireless internet connections throughout all buildings
- Two new i-Touch screen whiteboards have been installed this year. These are being trialled in year two and six with a long term view to roll out their introduction in every classroom over the coming years
- School will pursue the introduction of tablet technology over the coming years

2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

- The premises development plan has ensured that the grounds are attractive and welcoming, with children having access to their own outdoor classrooms and gardens, directly through their own classroom doors.
- Staff to be available at the end of the school day to meet parents in their own outdoor areas, breaking down perceived barriers between home and school
- There is good access into the school, with wide self-opening doors throughout
- The new entrance area allows a safe meeting room, with good lighting and acoustics
- We are considering the installation of a hearing loop at our the main Reception area / meeting room(s)
- The main corridors are wide, kept clear and well lit, providing easy access to the classrooms
- There is a newly created disabled and visitor toilet in the main building with an alert system
- The library and community room are in the centre of the school, with easy access for the entire school

- Displays around school are attractive, relevant to the curriculum, informative and are reader friendly for those with visual impairment
- There is an ongoing programme of renewing chairs and tables across the school. The physical needs of the children and staff are considered
- There is clear signage in appropriate, clear fonts throughout the school buildings

2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

- Our new website has been designed to make it accessible to users of tablets and mobile phones (launch date January, 2015)
- A Welcome screen will be installed in the new Main Entrance giving educational and other relevant information in (linked to the website – Likely install date January, 2015)
- Messages regarding school events are sent to parents via text to offer reminders eg dress as a book character
- Ensuring that all communications sent are completed in a plain language format and are suitable for reading by those with visual impairment
- Offer the services of a signer / interpreter if and when needed

3: Making it happen

3A: Management, coordination and implementation

The core functions of the Governing Body are:

- Ensuring clarity of vision, ethos and strategic direction;
- Holding the Head Teacher to account for the educational performance of the school and its pupils, and the performance management of staff; and
- Overseeing the financial performance of the school and making sure its money is well spent and directed appropriately
- To ensure that grants specific to various groups (eg CRISP, Sports and Pupil Premium grants) are spent in accordance with the requirements of the purpose for which they were issued and directed toward improving outcomes for those individuals
- To consider the wider impact of education on families of our pupils and to assist them with developing their skills
- To have a strategic overview of the plan, ensuring that it incorporates the development plan of the curriculum and premises, resulting in pupils making good progress through sound financial management