

ACCESSIBILITY PLAN

WOODLAND PRIMARY SCHOOL

Ownership of the Plan

Lead Person responsible - Clare Carr Date – March 2016

Role in School - Head teacher

This plan was formulated by a working party of:

Clare Carr – Head teacher & SENCO
Celia Dixon – Chair of Governors
Katrina Scanlon – Finance Governor
Karen Horrocks – Parent Governor
School Council

Approved by Governing Body on 29/4/16

To be reviewed every 3 years, date of next review: **March 2019**

Signed CJD (Chair of Governors)

Signed Clare Carr (Head Teacher)

Signed Clare Carr (School SENCO)

School Detail, Vision and Values

Woodland Primary School acknowledges that every child is unique and both the ethos and culture of the school will be such that everyone is equally valued and that every pupil with SEN and (or) disabilities receives an education that allows them to achieve their full potential.

Legal Framework

<p>Education Act 1996 & the SEN Code of Practice (2001) The Education Act requires LA's to identify, assess and make provision for children with special educational needs. The Act provides for all children to be educated in mainstream schools, including children with a statement of special educational needs, unless this would be incompatible with their parents' wishes or the efficient education of other children.</p>	<p>The Disability Discrimination Act (2005) This extended the DDA 1995 by placing a duty on all public bodies to promote equality of opportunity for all disabled people. In addition public bodies such as LA's and Governing Bodies of schools had to prepare, publish and review a disability equality scheme showing how they were meeting this duty.</p>
<p>The Disability Discrimination Act (1995) This act requires LA's and Governing Bodies of schools not to discriminate against disabled pupils. They must not treat disabled pupils "less favourably" and they must make "reasonable adjustments" for disabled pupils.</p>	<p>Education Act (1996) LA's have a duty to secure sufficient schools to provide for primary and secondary education in their areas and in discharging this duty must, in particular, have regard to the need to secure special educational provision for pupils with SEN.</p>
<p>The Education (School Premises) Regulations 1999 This applies to all schools maintained by the LA and lays down the minimum standards for the premises of most schools, including things like toilet facilities and playing fields</p>	

We recognise

1. Under these Acts the Governing Body has a duty;
 - not to treat disabled pupils **less favourably** for a reason related to their disability;
 - to carry out **reasonable adjustments** for disabled pupils so that they are not placed at a substantial disadvantage;
 - to plan to increase access to education for disabled pupils, this is not just physical access to the building but the wider needs of pupils
2. It may not be feasible to undertake some of the works highlighted during the lifetime of this plan and therefore some of the items will be carried forward into subsequent plans.
3. Information about the Accessibility Plan is published in the Governors' Annual Report to Parents.
4. The Plan is monitored through the Safeguarding & SEND & Finance and Premises Committees of the Governing Body
5. The school works in partnership with the Local Authority in developing and implementing this plan and adopts in principle Durham County Council's Accessibility Strategy.

Plan: this should be determined using information derived from information already available in school in the form of Access Audits, Health & Safety reports and pupil projection information, particularly relating to SEN and (or) disability needs.

Building Bulletin 102 is a useful guidance document and can be downloaded at <http://www.partnershipsforschools.org.uk/library/buildingbulletins.jsp>.

Prior to changes to the fabrication of the school building you should seek approval from the DCC Landlord along with advice and support on project management and the specific needs of DDA.

Aims

- (1) To increase the involvement of those with special educational needs and (or) disabilities in everyday school life and decisions which may impact upon them
- (2) To increase access to the physical environment of the school, the curriculum and ensure equality in regards to access to information
- (3) To provide access to the Disability Equality and Accessibility Plan to both parents and the wider community

	Need/Target	Action	Timescales	Resources	Outcome
Premises	•Improve signage	To be implemented as and when required	Annually or service user driven	School Devolved Capital	Way finding clearer for all pupils, staff and visitors
	•Are all fixtures and fittings within easy reach? External Lighting	Consider H&S risk, security issues, obtain costs and plan work. Use Access Audit to determine where changes need to be made , prioritise & plan work Lighting Columns to be installed in main entrance and car park.	2016-2017 Achieved in new build Easter 2016	School Devolved Capital School Devolved Capital/ Capital Funds School Devolved Capital	Improved Access Improved access Safer access to school building

<p>Curriculum</p>	<ul style="list-style-type: none"> • SEN Support (Timetable) • Staff Training • Provide pupils with appropriate resources and equipment to aid communication and access the curriculum • All out-of-school activities are planned to ensure the participation of the whole range of pupils 	<p>To ensure that guidance is in place to reflect the needs of all pupils including a variety of teaching styles and time tables e.g. extra time for pupils with mobility issues to transfer between lessons, moving lessons to fully accessible classrooms etc.</p> <p>Undertake an audit of staff training requirements</p> <p>Obtain advice & guidance from Learning Support Services (Occupational Therapist) & school SENCO & plan improvements</p> <p>Review all out-of-school provision to ensure compliance with legislation.</p>	<p>Annually</p> <p>CPD time</p> <p>Annually or pupil driven</p> <p>Annually</p>	<p>Management/SENCO time</p> <p>Management time</p> <p>Management/SENCO time</p>	<p>Maximum support provided for pupils with SEN and(or Disabilities)</p> <p>Consistency in approach to staff training needs and increased awareness of SEN/Disability needs</p> <p>Increased access to all school activities</p>
<p>Communication</p>	<ul style="list-style-type: none"> •Ensure all school information is provided in alternative formats as and when required •Offer alternative forms of communication e.g. E-mail, text message, newsletter, put information of school web pages 	<p>Ensure all documents have footnote "Alternative formats available on request"</p> <p>Make wider use of DCC services (Communications, Print, Design etc)</p> <p>Survey parents/ pupils to ask them how they prefer to receive information. Look for alternative methods of communication</p>	<p>As required</p> <p>On going</p>	<p>School Budgets & LA services</p> <p>Management/Administration Staff</p>	<p>Improved access to information</p>