

Woodland Primary School

Accessibility Plan – Summer 2021 to Summer 2024

| ISSUE | ACTION | WHO RESPONSIBLE/RESOURCES NEEDED | TIMESCALE | SUCCESS CRITERIA |
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| Accessibility Plan and Equality statement to be reviewed annually | To be on agenda of Governors meeting. | HT | Annually | Legislation adhered to |
| Liaise with staff, parents and parents of children with disability and ensure their needs are being met | Communication with relevant parties to identify and address needs. Risk Assessments to be completed where necessary. | HT, SENCO | Ongoing | Staff, children's needs met |
| Assessing the impact of this policy and practices by seeking the views of disabled staff, children, parents | Impact of accessibility to be considered continually and annually when policy reviewed | HT, SENCO | Ongoing / Annually | School accessible to all |
| Ensure children with disabilities have access to ICT facilities | Liaise with IT Technician and LA when necessary | HT, SENCO, Class Teacher, IT Technician | Ongoing | Children have facilities to produce written work |
| Ensure school visits are made accessible for all children irrespective of disability | Ensure accessibility is considered in all stages of planning | HT, Class Teachers | Ongoing | All children able to attend all visits |
| Make information available to parents in alternative formats when required (braille, large print, interpreter) | Offer alternative formats to parents, School to use services available through the LA. | HT | Ongoing | All parents have access to information |

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| Ensure all disabled children and staff can be evacuated safely | Personal Emergency Evacuation Plans to be in place for all staff and children with difficulties | HT, SENCO | As required | Disabled children and staff are evacuated safely |
| Continually improve access of the physical environment for all | Accessibility audit of school building and grounds to be carried out and reported to Governors. | HT, SENCO | Annually / ongoing | The building and grounds are as |
| | Occupational Therapy to be involved when necessary | | | accessible as possible |
| Staff to be aware of access requirements for disabled children when accessing the curriculum, including PE lessons and tests | EHCP and support plans to be shared with staff and multi-agency workers. Appropriate tests ordered in-line with legislation | HT, SENCO, Class Teacher | Ongoing | All staff have a full understanding of the child's needs |
| Classrooms are organised and resourced to promote participation and independence where possible | Continually review the needs of children with disabilities in consultation with appropriate agencies | HT, SENCO, Class Teacher | Ongoing | Classrooms provide optimum access for pupils where possible |
| Ensure children with medical conditions have access to medication in a safe and controlled environment | Appropriate staff to receive training in administering medicines etc for children with medical conditions | SENCO, Class Teacher, Support staff | Ongoing / reviewed annually | Medications administered safely by trained staff |