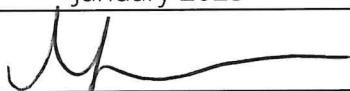
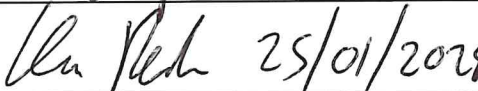


WOODSIDE C.E.(VC) PRIMARY
SCHOOL

Accessibility Plan

2024-2026

Date Ratified:	January 2024
Date Due for Review:	January 2025
Signed Head Teacher:	 25/1/24
Signed Chair of LAB (where appropriate):	 25/01/2024

1. The Policy

We aim to provide a school which fosters confident, highly motivated and happy children and one which ensures that every child has the opportunity to fulfil their all-round potential through a broad and balanced curriculum which engenders equal opportunities for all.

Everyone is warmly welcomed into Woodside C of E Primary School.

The school aims statement is inclusive and promotes the rights of every individual. It is the duty of all members of staff to promote our Christian ethos. In addition.

- We ensure that facilities and building improvements include provision for both disabled and able-bodied users.
- Health and safety checks are actively encouraged by the Headteacher.
- We have a fair and open admissions policy which is available on the school website.
- There is a commitment by the Headteacher and Governing Body to access funding to meet the needs of pupils, staff and visitors.
- We have non-discriminatory practices in the recruitment of staff which is monitored by the BDMAT.

In the event of new pupils joining the school with specific disabilities the following areas would be reviewed and action taken as appropriate to meet the needs of the individual.

- ICT accessibility
- Staff CPD in disability awareness and support for particular needs
- 'Reasonable Adjustments' will be considered where appropriate.
- Participation in extra-curricular activities to remove barriers where possible.
- School behaviour policy
- Individual health care plans
- Educational Health care plans
- Personal Evacuation plans

2. Accessibility Plan

At Woodside Church of England Primary School, we are committed to making our school a welcoming place for all. As a church school, we promote the principles of fairness and justice for all in line with gospel teachings, and in doing so welcome all members of the learning, working and visiting community into our school.

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. Our LAB- (School Governors) are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

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. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. Woodside Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three-year period. The plan will be updated annually.
4. The Accessibility Plan will contain relevant actions to:
 - Improve access to the **physical environment** of the School and Nursery, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
 - 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; (If a school fails to do this, they are in breach of the Disability Discrimination Act. 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.
 - 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, textbooks and information about the school and school events. 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 regularly. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.
 - As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors'-LAB meetings will contain an item on "having regard to matters relating to Access".
 - Information about our Accessibility Plan will be published on the school website and copies made available to parents on request.
 - The school's complaints procedure covers the Accessibility Plan

3.Contextual

The school is a one storey building that is built over two levels with stairs and two lifts accessing all areas. Facilities exist for Disabled users and visitors (these were installed in September 2008)

We do our utmost to ensure that all visitors are afforded good access and a warm welcome.

The school provides the following:

- 1 Disabled car park space immediately in front of the school entrance
- Flat access from the car park
- 1 adult disabled toilet located in the front entrance hall.
- 1 child's changing room with shower.
- 1 lift from key stage 1 into the hall
- 1 lift from the library onto the KS2 corridor with exit /entrance to the KS2 playground
- Carpet soundproofing to all classrooms and corridors
- Well illuminated classrooms and corridors
- Good outdoor lighting
- All stairs in the school have steps with edges which are demarcated in a different colour.
- All classrooms and offices have blinds fitted to reduce glare. Y3, Y4 and Offices have recently had new blinds fitted September 22 with a plan to replace the other blinds over the next few years.
- All but two of our classrooms are closed (2 open plan)
- Clear signage around the building- school are awaiting new signage for the main entrance from BDMAT.
- Clevertouch boards
- Ability to increase print size where necessary.
- All staircases fitted with handrails.
- Outside access to playgrounds have ramp access for wheelchair users
- Regular support from STS
- Our own Speech and Language Therapist that visits the school weekly.
- An Occupational Therapist who visits once per term
- Access to CAMHS (Child and Adult Mental Health Service) and Educational Psychology where necessary
- Close working relationships with school health team
- Operations support from BDMAT for health and safety issues, building development and site development.
- Collaborative style of leadership which welcomes the views, beliefs, ideas and concerns of all of the community.
- A well balanced and differentiated curriculum to meet the needs of all of the pupils.
- Provision of a rich learning environment whereby the successes of the whole child are celebrated.
- Residential visits which support the needs of all of our learners
- Children on regular medication are supported as per the school's 'Administering Medicines in School Policy.'

4. Current range of disabilities within Woodside Primary

The school has children with a range of disabilities which include moderate, physical, and specific learning difficulties. When children enter school with specific disabilities, the school seeks guidance, when necessary, from the outside agencies for further assessments, support and guidance for the school and parents.

We have several children who have asthma, and all staff are aware of these children. Inhalers are kept in the classrooms in green first aid bags and a record of use is noted using Evolve. In addition to this, we also have several children with allergies, which we care and plan for by writing health care plans for them. We have competent First Aiders and Paediatric First Aiders who hold current First Aid certificates. All EYFS staff in Reception are Paediatric First Aid trained. All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members.

Administration of Medicines consent forms are filled in by parents/carers outlining the illness and amount and time of medication. All medication that is given is recorded and signed for by 2 adults and then recorded on Evolve.

Action Plan 2024-2026

Aim 1 – To increase the extent to which disabled pupils and those with medical needs can participate in the school curriculum.

Targets	Strategies	Time Scale	Responsibility	Success Criteria
To review all statutory policies to ensure that they reflect inclusive practice and procedure.	To comply with the Equality Act 2010	Ongoing 23-24	HT, AHTs	All policies clearly reflect inclusive practice and procedure
To continue to encourage close liaison with parents and carers to ensure pupils needs are met fully.	To ensure collaboration and sharing with families	Ongoing 23-24	HT, AHTs, Teaching Staff and SEND Ass	Clear collaborative working approach between school and the community
To ensure early intervention is put in place in Reception for any children with additional needs to ensure a smooth transition to school.	To identify pupils who may need additional provision or outside agency support To apply for additional funding for pupils if needed by starting APDR cycle for EHC	Ongoing 23-24	HT, SEND Ass	Funding procedures, APDR targets in place and any referrals completed to outside agencies.
To continue to establish close liaison with outside agencies for pupils with additional needs	To ensure collaboration between all key people	Ongoing 23-24	HT, AHTs, Teaching Staff and SEND Ass	Clear collaborative working approach between school and outside agencies

<p>To ensure full access to the curriculum for all pupils</p>	<p>To ensure our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Risk assessments in place for school visits if required for SEN pupils.</p>	<p>Ongoing 23-24</p>	<p>HT, AHTs, Teaching Staff and SEND Ass, TAs</p>	<p>Evidenced in curriculum places, classroom practice, risk assessments.</p>
<p>To review attainment of all SEND, LAC, PP children</p>	<p>HT to review at PPM. Book trawls Lesson observations Assessment</p>	<p>Termly</p>	<p>HT, AHTs</p>	<p>Progress made towards LP targets and EHC plans, Provision in place and evident in provision mapping. Pupil progress documentation</p>

<p>To review children's records ensuring school's awareness of any disabilities</p>	<p>Information about new children passed up to new staff during SEN transition meetings</p> <p>Care plans reviewed and updated annually.</p> <p>SEN learning plan review meetings termly for parents/carers</p> <p>Pupil profiles and behaviour plans displayed in the staff room, office and classrooms</p>	<p>Termly and annually</p>	<p>HT, AHTs, Teaching Staff and SEND Ass</p>	<p>Each class teacher aware of children's needs in their classes</p>
<p>To continue to have access to a DE FIB machine in school, so that it can be used to administer lifesaving treatment to all children and staff in school.</p>	<p>DE FIB to be regularly checked and monitored in line with legislation.</p>	<p>Annual check.</p>	<p>HT and Office Manager</p>	<p>School to offer timely and more effective lifesaving treatment to children and staff if it is ever required</p>
<p>To implement CPD for staff on using the DE FIB machine and DE FIB policy to be written and shared with all stakeholders</p>	<p>Ongoing DE FIB training for staff</p> <p>DE FIB policy written. and shared with parents/carers</p>	<p>In place by end of 2023</p>	<p>HT and Office Manager</p>	<p>School to offer timely and more effective lifesaving treatment to children and staff if it is ever required</p>

To deliver findings to the LAB	LAB meeting with HT report	Annually to LAB	HT	LAB fully informed about SEN provision and progress and accessibility for all
To have key staff in school with additional training on specific learning needs such as attachment, SEMH, nurture, EHA, sensory processing, dyspraxia, ASD, Dyslexia, Makaton	HT delivers CPD on specific learning needs across 24-26 in order to up skill staff to support children better, SEND Ass to access a range of CPD to upskill her in order to better support staff and other key staff to also receive this training from external sources as well as HT	2024-26	HT	Staff have a good understanding of how to support children with a wide range of learning, physical and mental health needs.

Aim 2 – To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education. and associated services

Targets	Strategies	Time Scale	Responsibility	Success Criteria
To ensure a visually stimulating environment for all children that provides a range of different learning styles.	Displays that are conducive to learning, less busy and only focus on key learning needed.	Ongoing	Teaching staff and non-teaching staff	A learning environment that promotes learning through a range of different learning styles.
To ensure that pupils with medical needs are met fully within the capability of the school.	Medicines policy updated to include Asthma and Wraparound provision, School emergency inhaler information to be put out in the revised medicines policy. Revised policy and CPD on this shared with staff to ensure all staff are compliant. Asthma specific training from the school nurse team due to conflicting information between different providers and recent First Aid training.	In place by end of 2024.	HT and Office Manager	All parent/carers have the option of their child accessing the emergency inhaler if consent is completed. To be compliant in school and Wraparound provision in meeting the needs of all children with medical needs. To understand how to best support pupils with Asthma.

To continue to improve community links within the school and wider community	School to continue to have links with the community and church. Further links to be embedded and community days to be introduced	In place by end of 2025	HT, AHTs, Office Manager, Teachers	Improved awareness of the wider community
To continue to improve our outdoor learning opportunities for all of our children including those with SEND	Look at the current outdoor provision and what needs improving and begin to forward plan into budget	In place by end of 2026	HT, Office Manager, and Site Manager	Outdoor learning to improve outcomes of all SEND children and non-SEND
To continue to improve lunchtime provision to ensure it is focussed on the principles of play	Introduce Opal Play as a provision at lunchtimes to promote play principles across all year groups. Implement Play Leaders instead of Lunchtime Supervisors	In place by end of 2025	HT and AHT of Behaviour	Outdoor learning to improve outcomes of all SEND children and non-SEND
To ensure lifts are fully serviced and in working order	Lifts to be serviced and repaired.	In place by end of 2024.	Site Manager and HT	Accessibility for pupils and staff.
To ensure staff have CPD on intimate care and know the policy and procedures involving this.	Staff to know how to provide intimate care for pupils.	Jan 2024	HT	Ensure all pupils have equal access rights to school.

Aim 3 – To improve the delivery of information to all pupils and parents.

Targets	Strategies	Time Scale	Responsibility	Success Criteria
To ensure SEN children are well supported in school and their	Learning plan review evening termly, SEND children each have a	Ongoing 24-26	HT, SEND Ass, Teachers and TAS	SEND children to be well supported in school and parents/carers to be regularly informed

parents/carers are regularly updated with their progress	learning plan book to record evidence against targets, SEND coffee mornings and end of year transition meetings.				
To enable improved access to written information for pupils, parents and visitors especially those with EAL-English as an Additional Language	Information for parents to be simplified and visual, website to be made more user friendly	Ongoing 24-26	HT and Office Manager	All visitors, pupils and parents to be able to access written material in and around school	
To ensure the school website is compliant with all documents in line with SEND and Equality	Ensure all policies and documents are regularly updated when changes take place. Policies reviewed in line with BDMAT	Ongoing 24-26	HT and Office Manager	Website compliant	
To ensure new parents/carers are well informed about key information in school prior to starting.	Introduce new school prospectus that can add inserts into, also set dates for Reception open days- provide an after-school time for inclusivity to all	Ongoing 24-26	HT, EYFS Lead and Office Manager	Parents/Carers well informed about the school	
To continue to ensure school values and other signage is implemented on external and internal displays around school in order to promote inclusivity and diversity in and around school.	Ensure new signage is fitted so that parents, visitors, children know the importance of values but also our wider family BDMAT. Ensure signage reflects diversity and inclusivity around school	Ongoing	HT, Site Manager and Office Manager	Parents/Carers well informed about the school and school promotes diversity and inclusive through its wider family BDMAT and school values	

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