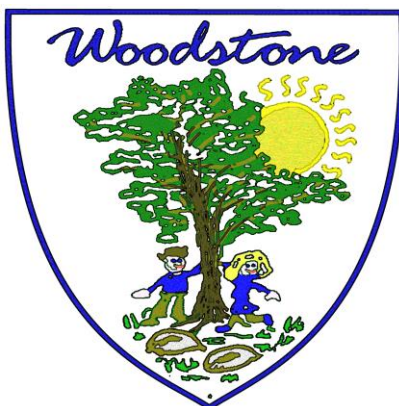


Achieving Together, Learning Forever



Woodstone Community Primary School

Accessibility Plan

Agreed by: FGM

Signed by:

Date: May 2017

Date for Review : May 2020

Achieving Together, Learning Forever

Purpose of the Plan

The purpose of this plan is to show how Woodstone Community Primary School intends, over time, to increase the accessibility of our school for disabled pupils.

Definition of Disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long term effect on his or her ability to carry out normal day to day activities.

Legal background

From September 2002, the disability Discrimination Act 1995 outlawed discrimination by schools and LA's against either current or prospective disabled pupils in their access to education. It is a requirement by law that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

This plan sets out the proposals of the Governing Body of the school to increase the access to education for disabled pupils in the three areas required by the planning duties in the DDS:

- increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits:
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are disabled e.g handouts, timetables, textbooks, and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

Woodstone Community Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favorably, and wherever possible, take reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils. As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

Contextual Information

The school building and playground is accessible for a child in a wheelchair. There is toilet and shower provision within the school which is also accessible.

The Current Range of Disabilities within Woodstone Community Primary School

The school has children with a range of disabilities which include Autistic Spectrum Disorder, cerebral palsy and skin conditions (eczema). When children enter school with specific disabilities the school contacts the LA professionals for assessments, support and guidance for the school and parents.

We have children who have asthma and severe nut allergies. All staff are aware of these children. Inhalers and Epi pens are kept in the classrooms and a record of use is noted.

Some children have allergies or food intolerances/cultural food choices.

All medical information is collated and available to staff, on the staff noticeboard and in the medical room.

We have competent First Aiders who hold current First Aid certificates.

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 outlining the illness, the amount and time of medication. All medication that is given is recorded.

Targets	Strategies	Outcome	Timeframe	Achieved
EQUALITY AND INCLUSION				
To ensure the accessibility plan becomes an annual item at Welfare, Behaviour and Safety meetings.	Clerk to Committee to add to list for W, B and S meetings.	Adherence to legislation.	Annually	
To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as appropriate.	Whole school community aware of issues.	On going	
To ensure that all policies consider the implications of disability access.	Consider during the review of policies.	Policies reflect current legislation.	On going	
PHYSICAL ENVIRONMENT				
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve the access to the school's physical environment for all.	Circulate "Reasonable Adjustments" classroom checklist. Ensure all classrooms and resources are organised in accordance with pupil need.	Modifications will be made to the classrooms.	On going	
CURRICULUM				
To continue to train staff to enable them to meet a range of needs of children with a range of SEN.	SENCo to review the needs of children and provide possible training for staff as needed.	Staff are able to enable all children to access the curriculum.	As needed	
To ensure that all children are able to access all out of school activities e.g. clubs, trips, residential visits etc.	Review of out of school provision to ensure compliance with legislation.	All providers of out of school education will comply with legislation to ensure that the needs of all children are met.	On going	

To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed e.g special pencil grips, headphones, writing slopes etc	Children will develop independent learning skills	Reviewed termly by SENCo.	
To ensure ICT appropriate to pupils with disabilities	Review accessibility of ICT using specialist advice	Modifications will be made as appropriate to ensure learning is equal to other children	SENCo	
To meet the needs of individuals during statutory end of KS2 tests.	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc will be applied for as needed.	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.	As needed.	
WRITTEN/OTHER INFORMATION				
To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary.	Written information will be provided in alternative formats as necessary.	As needed.	
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	Staff to hold parents' evenings by phone or send home written information.	Parents are informed of children's progress.	Termly	