

WOODS LOKE PRIMARY SCHOOL

Butley Drive, Oulton Broad, Lowestoft, Suffolk, NR32 3EB
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Accessibility Policy and Plan

1 Introduction

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The current Plan will be appended to this document.

At Woods Loke Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

2 Objectives

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Woods Loke Primary School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school and curriculum. The Accessibility Plan contains relevant actions to:

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits - it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum;

- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve 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 timeframe.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Health & Safety Policy
- Equality Statement, Information and Objectives
- School Development Plan
- Special Educational Needs and Disability Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the school, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The school will work in partnership with the Local Authority and Hartismere Academy Trust in developing and implementing this Accessibility Plan.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

3 Individual Assessment

At the beginning of each academic year, the School will conduct an audit of its employees and pupils in order to:

- Identify employees and pupils with disabilities.
- Determine the scope of these disabilities and in particular areas where the employee or pupil is disadvantaged within the School because of these disabilities.

For each employee or pupil identified with a disability, the academy will conduct an individual assessment to determine what reasonable actions can be taken in order to improve the individual's participation in the school's activities.

In addition to the individual review, the School will also review the activities of disabled children as a group in order to understand:

- The profile of disabled pupils coming into the school and of those who may not have been admitted to the school up until now;
- Patterns of attendance and exclusion;
- Areas of the curriculum to which disabled pupils may have limited or no access at the moment;
- The participation of disabled pupils in off-site activities;
- The physical environment of the School in particular identifying any parts of the School to which disabled pupils may have limited or no access at the moment;
- the ways in which information is currently provided for disabled pupils;

4 Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers when their child joins Woods Loke Primary School.

Physical Environment

Disabled pupils can participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs; there are no parts of the school to which disabled pupils have limited or no access to.

Curriculum

There are areas of the curriculum to which disabled pupils would have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment. As part of the school's inclusive ethos, activities and learning is differentiated to ensure that all children can be included as much as is possible, and works with parents and carers to ensure this.

5 Action Plan

As a result of the individual and physical assessments outlined in policy, the school will produce and maintain an action plan with the specific objective of improving access to all aspects of the school's facilities for disabled pupils and employees.

The plan can be found in Appendix 1.

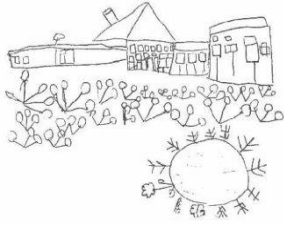
This policy was adopted by Governors on(date) Item (minutes)

Signed:

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Head teacher

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Chair of Governors

Date of next review: November 2022



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Woods Loke Primary School Accessibility Action Plan 2020-22

Improving Participation in the Curriculum					
Priority	Lead	Strategy / Action	Resources	Timescale	Success Criteria
Effective communication and engagement with parents	SLT/ SENCO/ Teachers	Termly meetings with parents/carers - Termly consultations Termly Support plan meetings with SENCo Stay and Learn sessions. Communication books. Appointments and drop ins.	Time allocated	In place and ongoing	Parents/carers fully informed about progress engage with their child's learning
Training for staff on increasing access to the curriculum for all pupils	SLT / Senco/ School nurse	Epipen training Intimate care policy and trained staff Training from Ashley Outreach, CISS supports behaviour and sensory support team Access to courses, CPD Outreach support SEN Online resources for CPD shared with staff Ongoing guidance from specialists e.g. hearing impairment, CAMHS, SALT physiotherapists, OT, moving and handling advisors, continence nurse etc. Dyslexic outreach.	Training time TA time allocated	In place and ongoing: Epipen Training Team Teach (CS/HH) Regular visits from outside professionals	Increased access to the curriculum Needs of all learners met Maintain records of staff trained
Effective use of resources to increase access to the curriculum for all pupils	Senco/ SLT	Strategic deployment of support staff/inclusion teacher Use of ICT	Specific apps to support learning on iPad	In place and ongoing	Positive impact on pupil progress Barriers to learning are removed by use of apps such as Clicker
Adaptations to the curriculum to meet the needs of individual learners	Senco/ Teachers/ SLT	Pastoral support, timetable adaptations Individual physiotherapy/OT programmes Speech and language	Speech Therapist as detailed for	In place and ongoing	Needs of all learners met enabling positive outcomes

		therapy programmes. Use of access arrangements for assessment/National tests	individual needs. Occupational therapy/Sensory team/Physio as required		
Appropriate use of specialised equipment to benefit individual pupils and staff	Senco	iPads available to support children with difficulty recording Sloping boards for pupils with fatigue problems or physical disability Coloured overlays for pupils with visual difficulty (Reading Rulers) Specially shaped pencils and pens for pupils with grip difficulty Use of wedge/wobble cushions. Use of weighted blanket, chew toys, fiddle toys, and other resources as required/ recommended. Take into account where the child will sit to see/ hear appropriately in class.	Specialist equipment as listed	In place &/or to be ordered as required	Increased access to the Curriculum Needs of all learners met.
Appropriate adaptations to suit the needs of pupils with mental health or sensory needs	Senco/ Pastoral staff	Provide a nurture lunch time facility to enable pupils to access a quieter nurturing environment in which to eat lunch / access support from pastoral team.	Cost of nurture training, setting up room.	In place	Children with mental health or sensory needs can access the nurture provision and gain support in a quieter less busy environment from trained staff to support their specific needs.
Improve educational experiences for visually impaired pupils	Senco	Consult sensory support team Use of magnifiers/Braille keyboard/enlarged reading materials, etc. as required based on identified needs	Cost of equipment	In place when required - regular visits from sensory support team	Teaching aids, white boards etc, more easily seen and learning experiences of pupils enhanced.
Improve educational experiences for hearing impaired pupils	Senco	Daily maintenance and use of radio aids when required. Consider hearing loop/soundfield systems if recommended Consult Hearing Impairment team when required	Installation of equipment	In place when required - regular visits from sensory support team	Staff know how to operate/maintain hearing technology and learning experiences of pupils enhanced.

All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils	SLT/Senco /Staff leading clubs	Risk assessments will be undertaken where appropriate Providers will comply with all legal requirements	Any specialist equipment needed to allow a child to access a club	Ongoing	Increased access to the extra-curricular activities for all pupils with SEND
2. Improving Physical Environment					
Priority	Lead	Strategy / Action	Resources	Time	Success Criteria
Provision of wheelchair accessible toilets	HT/ Caretaker/	Maintain wheelchair accessible toilets with clinical waste bins	Maintenance costs	In place and ongoing	Physical accessibility of school increased
Access into school and reception to be fully compliant	HT	Designated disabled parking Wide doors and corridors	In place	In place	Physical accessibility of school increased
Improvements to help the visually impaired	HT	External steps highlighted in yellow/non-slip paint - some may need repainting where they have faded	Cost of materials and labour	Ongoing maintenance	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained.
Improvements to help the hearing impaired	HT	Install hearing loop/soundfield when necessary Alarm linked to fire alarms	Cost of equipment/ installation	Future plan if needed	Learning experiences of pupils with hearing difficulties enhanced
Improve signage to indicate access routes around school	HT	Signs indicate disabled parking bay and wheelchair friendly routes around school Access to disabled car parking spaces.	Cost of signs	In place	Disabled people aware of wheelchair access
Maintain safe access around exterior of school	HT	Ensure that pathways are kept clear of vegetation and free from potholes. Ensure adequate lighting in the car park and for access to the building. Ensure access to the field	Cost included in ground` s maintenance contract	Ongoing	People with disabilities can move unhindered along exterior pathways. People with visual impairment can move safely to and from the school grounds.
Maintain safe access around the interior of the school		Awareness of flooring, furniture and layout in planning for disabled pupils	Cost of any adjustments that need to be made	Ongoing	People with disabilities can move safely around the school
Resurfacing of car park	HT	Resurface car park to eradicate pot holes and uneven surfaces	Cost of any adjustments that need to be made	Quotes to be sourced	Surfaces are even and safe for wheelchair users and those with physical disabilities

3 Improve the Delivery of Written Information					
Priority	Lead	Strategy / Action	Resources	Time	Success Criteria
Availability of written material in alternative formats	Office/ SLT/ Senco	Improve availability of information for parents - display appropriate leaflets for parents to collect Provide translated documents where appropriate	Contact details and cost of translation / adaptation	In place & ongoing	Information to disabled pupils/parents as appropriate. Written information available in alternative formats
Ensure documents are accessible for pupils with visual impairment	Class teachers/ Senco	Seek and act on advice from sensory support advisor on individual pupil requirements Use of magnifier where appropriate Ensure large, clear font used in documentation	Loan/purchase costs of magnifier or other specialist equipment	In place & ongoing	Pupils able to access school documentation