

The Federated Schools of
Wood Street Infant School
&
Worplesdon Primary School



Accessibility Policy

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1. Philosophy

At the Federation of Wood Street Infant School & Worplesdon Primary School (WWFS) we believe in the importance of relationships, ensuring children feel valued, safe and secure, providing a sense of connection with a member of staff and a belonging to the whole school community.

We give pupils opportunities to develop the skills needed to become well-rounded, articulate, independent and confident members of a constantly evolving society, valuing themselves and others and feeling inspired by the world around them using the following four curriculum drivers at the core:

- building resilience
- inspiring curiosity
- promoting teamwork and independence
- instilling empathy

These drivers are our core values and they run through all the school policies and practice

2. Introduction

This Accessibility Plan has been drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring implementation, review and reporting on the progress of the Accessibility Plan over a prescribed period. Worplesdon Primary School and Woodstreet Infant school 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.

3. Definition of Disability

Equality act (2010) states that 'A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.'

The definition of Special Educational Needs (SEND Code of Practice September 2014) - A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of the kind generally provided for others of the same age in mainstream schools. This will include students with medical needs.

4. Key Aims

To ensure for all pupils with a disability that they have:

- Total access to our setting's environment, curriculum and information and
- Full participation in the school community.

5. Principles

Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.

- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled pupils less favourably
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010
- Our setting:

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- recognises and values the young person's knowledge/parents' knowledge of their child's disability
- recognises the effect their disability has on his/her ability to carry out activities,
- respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

6. Financial Planning and Control

The Head Teacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

7. Increasing Access for Disabled Pupils to the School Curriculum

This 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.

Action to Ensure Outcome	Who is Responsible	Review
<p>All classrooms use visual supports to enable access to all aspects of learning. For example:</p> <ul style="list-style-type: none"> ● Visual timetables ● Now/Next boards ● Use of IT equipment to support access to learning tasks (Visualisers, chromebooks and laptops) ● Enlarged fonts ● Coloured overlays 	Class teacher with support from the SENDCO	
<p>All classrooms use reasonable adjustments to enable access to all aspects of learning for children with hearing impairments. For example:</p> <ul style="list-style-type: none"> ● Visual timetables ● Seating considerations ● Use of IT equipment to support access to learning tasks (Visualisers, chromebooks and laptops) ● Staff trained in using equipment like radio aids to support children's access to class discussions and instructions. 	Class teacher with support from the SENDCO	
All teachers and teaching assistants will have the necessary training to teach and support disabled pupils.	Head Teacher, Deputy Head Teacher and SLT	
All pupils are encouraged to participate in music, physical activities and drama. Activities are adapted to enable full participation. Children have access to ear defenders.	Class teachers with support from the SENDCO	
SLT will ensure school visits are accessible for all by developing guidance for staff on making trips accessible. Class teachers perform risk assessments to know what reasonable adjustments need to be made for the pupil to access the trip.	SLT and class teachers	
Staff are fully informed of the special educational needs/disability of any student in their charge.	SENDCO	
The school ensures that disabled members of the school community are seen in a positive light through displays and assemblies promoting disability and	All school staff	

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providing positive role models of adults with disabilities to encourage success and achievement.		
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8. Improving Access to the Physical Environment of the School

This includes improvements to the physical environment of the school and physical aids to access education.

Action to Ensure Outcome	Who is Responsible	Review
<p>The school takes account the needs of pupils with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, clear signage and more accessible facilities and fittings.</p> <p>The Worplesdon school environment already incorporates many features to ensure accessibility to students with disabilities. These include:</p> <ul style="list-style-type: none"> ● A lift giving access to the first floor. ● Ramp leading into the school entrance. ● Disabled toilet in the aviary. ● Single level flooring leading up to the Performing Arts Centre. ● Blinds in classrooms. ● Ramp leading into Swallows Reception class. ● Ramps leading into the outside doors of three classrooms in juniors with a large step up. ● A ramp leading up to the Y1/2 playground, forest area and field. ● Wall rail in one of the toilets in Swallows classroom. <p>The Woodstreet school environment has its three classrooms all on one level ensuring accessibility for all students with disabilities. For children in the Reception class who are not able to access the steps in the classroom leading to the outside area there is another exit out to this area opposite the art area with a slope rather than steps.</p>	<p>Head Teacher, Deputy Head, Caretaker, Business Manager, SENDCO, Governors, SLT</p>	
<p>School staff create personalised risk assessments and access plans for individual pupils.</p>	<p>Class teachers/ SENDCO/ SLT</p>	
<p>The schools liaise with outside agencies to ensure hearing and visual environment in classrooms are regularly monitored to support hearing impaired and visually impaired children.</p>	<p>LA HI and VI advisory teachers in conjunction with SENDCo</p>	

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Both schools liaise with the physical and sensory team, physiotherapists and occupational therapists to carry out risk assessments of the school environment and ensure access to all aspects of the school environment.	PSS advisory teachers, OT's, Physiotherapists in conjunction with the SENDCo.	
The schools ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.	Head Teacher, Deputy Head Teacher and SLT	

9. Improving the Delivery of Written Information to Disabled Pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame.

Action to Ensure Outcome	Who is Responsible	Review
Alternative provision, including IT equipment, writing slopes, specialised writing equipment, enlarged fonts, is given to pupils to enable them to engage in all learning experiences within the school environment. This includes access to chromebooks and laptops when required e.g. for extended writing tasks.	Class teachers with support from the SENDCO	
Both schools create and offer information in alternative formats. Access arrangements are considered and put into place for statutory testing.	Assessment Leader/ SENDCO and class teachers	
The schools adopt a proactive approach to identifying the access requirements of parents and makes reasonable adjustments where possible.	All school staff	