

# Accessibility plan

## Woodhouses Voluntary School



<b>Approved by:</b>	The Governing Body	<b>Date:</b>	December 2017
<b>Last reviewed on:</b>	December 2017		
<b>Next review due by:</b>	November 2018		

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## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

### *Our Aims*

At Woodhouses, we work within the framework of a Christian ethos, we aim to:

#### **Achieve Potential**

Challenge all children to achieve their full potential in all aspects of learning equipping them with the skills to continue successfully in their education.

#### **Build Partnership**

Work in partnership with parents and the wider community to develop responsible citizens able to make a positive contribution to society.

#### **Create Wonder**

Create a safe, healthy and happy environment in which each child can develop a sense of curiosity and excitement about the world leading to a lifelong love of learning.

#### **Develop Talent**

Provide a well resourced, high quality learning environment which nurtures the individual skills and talents of each child.

#### **Encourage Respect**

Ensure that everyone involved in the life of our school is valued and treated with mutual respect thus promoting a healthy self-esteem.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

## **2. Legislation and guidance**

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

The information set out in the column of 'current good practice' are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice, and should be adapted to suit your school's context.

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
Increase access to the curriculum for pupils with a disability	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>	<p>All children should access learning opportunities appropriate to their level of need.</p> <p>All children should make expected progress linked to their individual targets.</p> <p>Quality interventions will be in place for those children who require specific support.</p>	<p>SLT to monitor progress of children with additional needs.</p> <p>SLT to monitor quality of teaching.</p> <p>Class teachers/ SENCO/ SLT to monitor the impact of interventions.</p>	SLT	Termly	<p>All children will be making appropriate progress.</p> <p>Teaching across classes will be fully inclusive.</p> <p>Interventions will support the children with specific skills.</p>
Improve and maintain access to the physical environment	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Disabled toilets in Class 3/ school entrance</i></li> <li>• <i>School all on one level</i></li> </ul>	All children will be able to fully participate in all elements of school life.	Learning walks carried out regularly to ensure the environment is appropriate for all pupils.	SLT	Termly	<p>Learning environments will be supportive and stimulating.</p> <p>Appropriate resources will be available to support all pupils.</p>

Aim	<b>Current good practice</b> <i>Include established practice and practice under development</i>	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
	<ul style="list-style-type: none"> <li>• <i>Classroom organisation</i></li> <li>• <i>Library shelves at wheelchair-accessible height</i></li> </ul>					
Improve the delivery of information to pupils with a disability	<i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i> <ul style="list-style-type: none"> <li>• <i>Internal signage</i></li> <li>• <i>Pictorial or symbolic representations</i></li> </ul>	All rooms and resources will be accessible for all pupils.	Large print signage/brail may be required if children with visibility impairments join the school.	SLT	Termly	Children will be able to navigate the school independently and find appropriate resources.

## 4. Monitoring arrangements

This document will be reviewed every **three** years, but may be reviewed and updated more frequently if necessary.

It will be approved by Rachael Bentham (Headteacher) and the Governing Body

## 5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Behaviour and Motivation Policy
- Special educational needs (SEN) information report

## 6. Links to Oldham Council Local Offer and other Partners

The link to Oldham Council's Local offer webpage where families can gain access to services, activities and resources: Please add the web link and image to your school website

**Local offer website link:** [www.oldham.gov.uk/localoffer](http://www.oldham.gov.uk/localoffer)

Oldham's Local Offer is an online resource for children and young people with special educational needs and disabilities (**SEND**) aged 0–25 and their families



### POINT Oldham:

<http://pointoldham.co.uk>



### Parent Forum

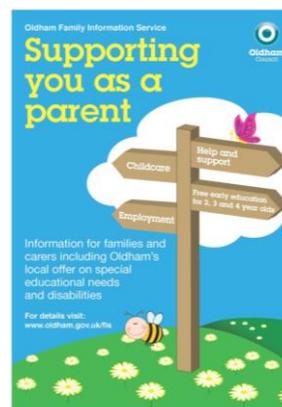
### SEND ISSIS

<http://iassoldham.co.uk>



### Family Information Service

[www.oldham.gov.uk/familyinfo](http://www.oldham.gov.uk/familyinfo)



## Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1	Ramps to be used to access class 1/4/5 door	SBM	When necessary
Corridor access	All corridors clear			
Lifts	n/a	N/a	n/a	n/a
Parking bays	No disabled parking bays currently present	Arrangements for a disabled car parking space to be made required	SBM	When necessary
Entrances	All entrances accessible with use of ramp at Class 1, 4 and 5 door		SBM	
Ramps	Ramp currently not needed for pupils but can be used in any classroom.	Ensure pupils who require ramp have access to their class door.	SBM	When necessary
Toilets	Disabled toilet in Class 3 and school entrance	Plan to be created for any child who requires use of disabled toilets.	SBM/ SENCo	When necessary
Reception area	Accessible doors at school entrance			
Internal signage	Internal signage appropriate for current pupils	Monitor. If a child with a visual impairment joins school, signage may need adapting.	SBM/ SENCO	Annually

Emergency escape routes	All escape routes are accessible for current pupils.	Monitor. Ramps to be in place for any children who require them.	SMB/ SENCo	Half termly
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