

Accessibility Plan

Woodham Burn Primary School



Policy Version Control	
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Policy prepared by (name and designation)	Head Teacher
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Accessibility Plan

Introduction

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

Schools have to carry out accessibility planning for disabled pupils.

Our school's accessibility plans are aimed at:

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

Attached is a set of action plans showing how the school will address the priorities identified in the plan. We recognise the need to provide adequate resources for implementing the action plans and will review them annually.

Definition of Disability:

Disability is defined by the Disability Discrimination Act 1995 (DDA):

'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 disability under the law is a wide one. The definition includes people with a hearing or visual impairment, cerebral palsy, muscular dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as cystic fibrosis, severe asthma, diabetes, cancer, multiple sclerosis, epilepsy, sickle cell anaemia and HIV are deemed disabilities. Facial disfigurement, severe dyslexia, gross obesity and diagnosed eating disorders are all included.

The purpose and direction of the school's plan: vision and values

At Woodham Burn, we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Woodham Burn promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Our school aims to be an inclusive and kind school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

Pupils with disabilities are fully included in the life of the school. They participate fully in the curriculum, and are fully involved in school visits. They access all areas of the school building, as the building is newly refurbished and fully complies with all Disability Discrimination Act Regulations. As such, we are proud to have a building which includes:

- **A dedicated hygiene room – with shower and adjustable height hygiene bed**
- Wide doors – externally and internally, so that children and adults using wheelchairs do not require special routes around the school – and children can access every room in the building that they need to.

- A medical room, where children and adults can administer medicines privately and comfortably
- Accessible toilet areas
- Wide footpaths round the school building – ensuring that wheelchair users do not feel uncomfortable travelling along narrow paths with pedestrians
- Dedicated disabled car parking spaces

They are able to and are encouraged to attend a range of after school clubs and represent the school equally as much as their able-bodied peers.

Information from pupil data

In order to prepare for pupils' needs we use a variety of sources to gather information about pupils, prior to their starting our school, whether they start in reception or join us later in their school life. We meet with parents, either in school or in the home, as well as liaising with other schools / settings, and with other professionals.

We currently have children with the following:

- Physical Disability Needs
- Cognition and Learning Needs
- Communication and Interaction Needs
- ASD
- ADHD

Views of those consulted during the development of the plan

We will consult annually with pupils, parents and staff on whole school issues. This will form part of the pupil and parental questionnaires. This is reported to the Trust Board and the Local Governing Body.

We meet parents formally each term to discuss the progress of children academically and socially.

Annually, we meet parents of children with Care Plans to review the Care Plan and the associated support. We review and refine our practice accordingly.

We will consult with experts both inside and outside of the trust when new situations regarding pupils with disabilities are experienced.

This policy is monitored by the governing body and will be reviewed every year for 3 years, but monitored annually.

Other linked policies include – Equality objectives, SEND policy and SEND Information Report.

School Accessibility Plan 2023 – 2026

Strand 1: Access to the curriculum				
Action	Team(s)/ Individual Responsible	Timescale	Monitoring	Outcomes
Make reasonable adjustments to ensure maximum participation in the curriculum for all children with disabilities. Review individual disabilities within classes and adjust aspects of the curriculum to ensure learners with disabilities are able to participate.	Class Teachers	July each year, in preparation for new classes	SENDCO through review of provision.	Children with disabilities can participate fully in all aspects of the curriculum.
Ensure appropriate specialist equipment is available to support children with disabilities. Review EHCP plans and reports from professionals to check what is needed.	SENDCO	Termly	SLT through review of provision for SEND	Children with disabilities are well supported.
When reviewing curriculum resources consider the needs of children with additional needs to ensure accessibility to the curriculum.	Subject Leaders	Annually – by February half term each year.	SLT through self-evaluation activities.	Class teachers have appropriate resources to meet the learning needs of children with additional needs and, as a result, they make good progress.
When planning educational visits and experiences ensure that the needs of children with disabilities are taken into account, before booking any visits. Visits are not to be booked unless all learners have the opportunity to attend.	Visit Leaders/SLT	Ongoing	Educational visits coordinator through review of visits / experiences.	Children with disabilities access a range of educational visits and experiences.
Ensure that staff are appropriately trained in meeting the needs of children with disabilities.	SENDCO	Review training schedule termly	Training schedule and monitoring activities.	Staff are confident in supporting children with disabilities. The learning, social and medical needs of children with disabilities are met.

Strand 2: Physical environment				
Action	Team(s) / Individual Responsible	Timescale/ Cost	Monitoring	Outcomes

Review the physical environment to ensure the needs of specific children with disabilities are met. Review EHCP plans and reports from professionals to check what is needed.	SENDCO	Ongoing	HT through review of provision for children with disabilities.	Provision is made to ensure that children with disabilities are able to access all aspects of learning and recreation, and participate fully in school life.
Ensure appropriate specialist furniture is available to support children with disabilities. Review EHCP plans and reports from professionals to check what is needed.	SENDCO	SEN budget. Review as required .	HT	Children with disabilities are well supported.

Strand 3: Access to written information/improving the delivery of information				
Action	Team(s) Responsible	Timescale	Monitoring	Outcomes
When reviewing the marking and assessment policy consideration to be given to the needs of children with additional needs and practice adapted accordingly.	T&L Lead	Ongoing	SLT through review of policy and through work scrutiny.	Children with additional needs have a clear understanding about how well they are doing and how they can improve their work.
When reviewing the homework policy consideration to be given to the needs of children with additional needs and homework activities amended accordingly.	T&L Lead	Ongoing	SLT through review of policy and review of homework activities.	Children with additional needs complete homework which is appropriate to their needs, and it is accessible.
Information displayed around school e.g. signs, notices, displays, instructions As information is changed, consider the needs of children with additional needs and ensure signage is appropriate for them.	All staff	Ongoing	Discussion with children with additional needs about displayed information by SENDCO.	Children with additional needs can access information which is displayed and make effective use of it.
Visual Timetables Teachers make use of visual timetables to support learners with disabilities.	All staff	Ongoing	SENDCO	Children with additional needs know and understand what they will be doing each day.

PECS Staff are confident in using PECS to communicate with some children.	Teachers and TAs	Ongoing	SENDCO through review of progress of children using PECS.	Staff communicate effectively with children who need to use PECS.
Ensure that appropriate books are available for children with disabilities.	SENDCO English Leader	Ongoing	SLT through review of self-evaluation activities	Children with disabilities have access to a range of appropriate written resources which meet their specific needs.