



Woodley Primary School

Together we care, inspire and achieve

Accessibility Plan

Date policy ratified	April 2024
Date of next review	April 2025

Accessibility Plan

2024-2025

At Woodley Primary School, we are committed to ensuring equality of education and opportunity for all our pupils and staff and all those who are part of our school community or use our school facilities. This includes those who are disabled.

We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and can participate fully in school life.

We aim to address the needs of all our children, parents, staff and the wider community. We will work with all outside agencies who can advise staff and support pupils within school.

From September, 2002 the Governing Body must fulfil three key duties towards disabled pupils as stated in the SEN and Disability Discrimination Act (DDA) 1995 (part 4)

- Not to treat disabled pupils less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- To plan to increase access to education for disabled pupils.

Disability, as defined by the DDA is:

“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 is broad and includes children and adults with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.

A significant number of pupils are therefore included in the definition.

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

Disability and special educational needs (SEN)

Many children who have SEN may also be defined as having a disability under the DDA. It is likely that many of the pupils who have SEN and a statement/EHC Plan or who are at SEN support will count as disabled. However, not all children who are defined as disabled will have SEN. For example, those with severe asthma, arthritis or diabetes may not have SEN but may have rights under the DDA. Similarly, not all children with SEN will be defined as having a disability under the Disability Discrimination Act. In particular, some children whose emotional and behavioural difficulties have their origins in social or domestic circumstances may fall outside the definition.

Possible overlap of SEN and DDA disability definition for children and young people

Special Educational Needs	Both SEN + Disabled	Disabled
Mild dyslexia Emotional and Behavioural Difficulties (EBD) - social factors Mild Dyspraxia Minor speech impairment Mild Learning difficulties	Motor impairment (long term) Learning difficulties Hearing impairment /deaf Visual Impairment/blind Incontinence Significant Dyslexia Epilepsy Non –verbal Attention Deficit Hyperactivity Disorder (ADHT) Autism EBD - (factors other than social e.g. medical conditions/mental health)	Asthma Diabetes Cancer recovery Mental health Issues Disfigurement Eating disorder Lack of limbs Sickle cell anaemia Gross obesity Very short stature

Woodley Primary school currently provides access to and around the school by having in place the following:

- Full wheelchair access
- Wheelchair access to dining room/halls
- Disabled parking spaces (limited)
- Disabled toilets facilities available on both floors
- A lift
- Adequate space to meet with parents and carers
- Space for small group work and individual work for targeted learners
- Development of a physical environment that is safe and welcoming
- Carpeting to facilitate favourable acoustics in all classrooms
- Play leaders (older pupils) provide support for vulnerable children at lunch times

The school will take into account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary. The following tables show short, medium and long term focuses as well as areas for further development and how the school will address them.

Short Term	Availability of written material in alternative formats	School to make itself aware of the services available through the Local Authority (LA) for converting written information into the alternative formats.	If needed, the school can provide written information in alternative formats.	Disabled children and adults are able to access all information.
Medium Term	Teachers are aware of and use appropriate differentiation for disabled children's needs in order that all children have access to the curriculum.	Audit of teachers' professional development needs to be followed by appropriate training.	Teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.	Disabled children are able to access the National Curriculum appropriately.
Long Term	School accessible to disabled children and adults. Access to the National Curriculum is provided for all as required.	School to audit current disabled provision and make improvements as required. School to take into consideration factors, such as colour, position and appropriateness when purchasing any new equipment, signs	School more accessible. Curriculum more accessible.	School accessible to all. Curriculum accessible to children as appropriate

Priority Target	Success Criteria	Timescale	Cost /Budget	Responsibility
Increasing the extent to which pupils can participate in the school curriculum.	<ul style="list-style-type: none"> • Staff aware of pupils' individual needs • Ensure relevant pupils can access curriculum by employing and using trained staff. • Effective use of equipment to promote learning where appropriate e.g. hearing enhancement • Curriculum planning makes provision for pupils • Lessons address a variety of learning styles and are differentiated appropriately. • Monitoring of pupils to ensure significant progress is made • School visits are accessible to all pupils regardless of attainment or impairment 	On going	Materials and resources budget	All Staff
Senior Leadership Team (SLT) to review and assess the current access plan	<ul style="list-style-type: none"> • Ensure that 'Identifying Barriers to Access: A Quick Checklist' is completed 	By end of Summer term 2021	No cost	SLT