



Woodcote Primary School

Accessibility Plan 2015 – 2018

General Principles

Under the Equality Act 2010, schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing 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.

At Woodcote Primary School we are committed to giving all of our children every opportunity to achieve the highest 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. Woodcote Primary School promotes the individuality of all our children, irrespective of ethnicity, faith, attainment, age, disability, gender or background.

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

Priorities of the school's plan

We take advice, guidance and support needed to ensure we meet the needs of children and adults with disabilities or those who require alternative access arrangements permanently or for a fixed period of time.

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support
- The SENCO has an overview of the needs of disabled pupils
- There are high expectations
- There is appropriate deployment and training of learning support staff
- Successful practice is shared within the school
- Disabled pupils have access to extra-curricular activities

	Objectives	Action			Success Criteria
		Strategies	Timescale	Responsibility	
1.	Review all statutory policies to ensure that they reflect inclusive practice and procedures	To comply with the Equality Act 2010	On-going	HT SLT	All policies clearly reflect inclusive practice and procedure
2.	To be aware of the access needs of disabled children, staff, governors and parents/carers	To create access plans for individual disabled children as part of the EHAC/IEP process	On-going	SENCO Class Teachers	EHAC/IEP's are in place for disabled pupils, and all staff are aware of pupils needs
		To ensure staff, governors and parents/carers can access required areas of the school	On-going	Headteacher	All staff and governors are confident that their needs are met
		Annual reminder to parents/carers through newsletter to let us know if they have problems with access to areas of the school	Annually at the start of the new school year	SBM	Parents/carers to have full access to relevant areas of the school
3.	To ensure full access to the curriculum for all children	A differentiated curriculum with alternatives offered A range of support staff including trained teaching assistants Multimedia activities to support most curriculum areas Use of interactive ICT equipment Specific equipment sourced from occupational therapy	On-going	Teaching staff SENCO	Advice taken and strategies evident in classroom practice
4.	Ensure the school staff and governors are aware		On-going	SENCO Headteacher	

	of access issues				
5.	Ensure support staff have specific training on disability issues	Be aware of staff training needs Staff able to access appropriate CPD	On-going	SENCO SBM	Support staff aware of disability issues and are confident that all needs are met
6.	Ensure that all school visits and trips are accessible to all pupils with learning or physical disabilities	Thorough planning and advanced visits Thorough risk assessments	On-going	Visit Leaders EVC	
7.	Improve physical access to mobile classrooms	Contact Property Services if wheelchair access is required Ensure temporary classroom is available until ramp installed	On-going	SENCO SBM	If required property services will arrange the installation of a ramp for wheelchair access NOTE: Mobile classroom is in the fourth year of its 5 years planned installation.
8.	Establish close liaison with outside agencies for pupils with ongoing health needs. To ensure that the medical needs of all pupils are met fully within the capability of the school	To conduct parent interview, liaise with external agencies, identify training needs (eg EpiPen) and establish individual protocols where needed	Constantly reviewed	Headteacher SENCO SBM	Clear collaborative working approach
9.	To liaise with Nursery providers to review potential new intake for Sept	To identify pupils who may need additional or different provision	Annually	EYFS Teacher	Procedures and any required equipment in place for the start of the new school year