

GREAT WOOD SCHOOL

ACCESSIBILITY PLAN 2021 – 2024



At Great Wood School we:

- Set high expectations and celebrate success at every level
- Meet individual needs, building on what children can do
- Include children, parents and community as partners
- Maintain a climate of care and commitment to one another
- Remove barriers to success
- Promote healthy living and well-being
- Explore children's values, attitudes, beliefs, rights and responsibilities
- Value difference and challenge stereotypes and discrimination

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. The Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- 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.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

increasing the extent to which disabled pupils can participate in the school curriculum;

improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services; improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

DEFINITION

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.

KEY OBJECTIVE

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, prospective pupils, parents, governors and external workers with SEND. The school is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

PRINCIPLES

- Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEND policy.
- The school recognises its duty under the DDA:
 - 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
- The School will :
 - Recognise and value parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality
 - Provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles. This curriculum endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum by:
 - ♣ Setting suitable learning challenges
 - ♣ Responding to pupils' diverse learning needs
 - ♣ Overcoming potential barriers to learning and assessment for individuals and groups of pupils

ACTIVITIES

Education and Related Activities

The school will continue to seek and follow the advice of the LEA services and outside agencies such as specialist teacher advisers, SEND consultants, and appropriate health professionals.

Physical Environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

Provision of Information

The school will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

The school accessibility plan will, where appropriate be co-ordinated with the local authority accessibility plan, social services and relevant health agencies. The Governing Body takes responsibility for the school accessibility plan

- The Accessibility plan will be reviewed and revised annually by the SLT and the Governing Body
- Success criteria include: completion of planned activities, satisfactory measurement of the effectiveness of activities and reductions in any complaints about accessibility in the school
- The review will use the school provision mapping system, children's individual access plans, outcome of data set monitoring, and the priorities in the School Improvement Plan.
- The Access plan will be available to all children, staff, and parents to contribute to the review process at any time.

By evaluating access of all members of the school community to these key aspects of Great Wood School, we ensure that our Equality Duty- Equality of Opportunity is met in addition to that of the SEN and Disability Act 2001. This plan outlines the commitment of the staff, pupils and governors of Great Wood School to ensure that all aspects of our school are accessible to all members of the school community.

The members of our school community include:

- Pupils,
- Staff,
- Parents/carers,
- The governing body,
- Multi-agency staff linked to the school,
- Visitors to school,
- Students on placement.

LINKED POLICIES

The Accessibility Plan will contribute to the review and revision of related school policies:

- School Mission and Aims
- School Development Plan
- Equality Policy
- Health and Safety Policy
- SEND Policy
- Asset Management Plan
- Educational Visits

PREVIOUS TARGETS ACHIEVED

The school has made excellent progress with regard to accessibility since setting initial targets in 2014;

- Disabled access to the halls, staff room and all ground floor classrooms
- A disabled toilet facility is now available for pupils, staff and visitors in the foyer
- A further disabled toilet facilities and wet room within KS1.
- Loop system installed in the hall
- Railing added to rear staircases on both sides
- Access to learning throughout the Covid Response

Improving access to the physical environment

Targets	Actions	Timescale	Responsibility	Outcomes
School is aware of the access needs of disabled pupils, staff, governors, parents and visitors.	a) New pupil medical/additional needs information requested b) Create accessibility plans for individual pupils as part of IEP process c) Create PEEP for individual pupils with a disability as required d) Identify the needs of the staff during recruitment, induction procedures, annual appraisal meetings and back to work interviews. Engage with occupational health if required.	Before entry of every new child as required As required As required Annually and then as required.	Office staff SENCO Head teacher Senior Leadership Team (SLT)	Completed information requests are collected and issues raised with SENCO/head teacher Individual plans in place for disabled pupils and all staff aware of all pupils' access needs. All staff aware of emergency evacuation plans for disabled pupils. All needs of staff are highlighted and necessary adjustments are made
Ensure pupils, staff and visitors with physical difficulties are able to access the building effectively and safely with and without support.	a) Entrances are clearly identified and are accessible. b) Magnetic door fasteners throughout school have been serviced and are working correctly.	Checked weekly Checked regularly and any problems are reported immediately to the school office who will log the problem and engage relevant services to fix the problem promptly.	Site supervisor, office staff, SLT Relevant outside company to service the system SLT	All pupils, staff and visitors are able to locate relevant entrances and are able to enter and exit the building safely. All staff are able to close and refasten the corridor doors throughout school to ensure accessibility All pupils, staff and visitors are able to move around the school safely.

	<p>c) Ensure all staff are aware how to reconnect the fastenings if they come undone.</p> <p>d) Ensure corridors are clearly accessible throughout school</p> <p>e) Ensure that disabled pupils in wheelchairs are able to access classrooms safely and effectively.</p> <p>f) Ensure that PEEPs are in place for identified pupils with physical difficulties and that staff are aware of the contents of the PEEP</p> <p>g) Replace the mechanisms for the new external doors so they stay open in wind</p>	<p>Staff made aware of how to fasten and unfasten the doors at the beginning of each year.</p> <p>Corridors are checked daily.</p> <p>Check seating position and layout of classrooms to ensure access for pupils with physical difficulties and those in wheelchairs. This will need to be done at least annually when a pupil moves to a new class and throughout the year as well.</p> <p>On entry and then updated annually for pupils or when there is a change of needs or staffing.</p> <p>To be replaced within 18/19</p>	<p>Site supervisor, all staff</p> <p>SENCO and class teachers Head teacher if ongoing difficulties are encountered with regards to access</p> <p>Head teacher and SENCo</p> <p>Headteacher</p>	<p>Decluttering has taken place. Disabled pupils and pupils with physical needs are able to access the classroom effectively and safely.</p> <p>Identified pupils with physical difficulties have a PEEP in place to ensure that they can evacuate the building safely in the event of an emergency.</p>
<p>Ensure that the equipment within school for pupils with physical difficulties meets their individual needs and that identified staff are fully trained to use them.</p>	<p>a) Specialist Teacher/Technician visits termly or as required</p> <p>b) Teachers/TAs to report any problems with equipment to the SENCO</p> <p>c) The loop system in the hall needs replacing (July 2018)</p>	<p>Termly/As required</p> <p>To be replaced asap</p>	<p>SENCO to organise</p> <p>TOD, Senco and HT</p>	<p>Pupils with identified physical needs with specialised equipment use them successfully – e.g. Roger Radio Aid</p>

Ensure that pupils with Hearing Impairment (HI) and Visual Impairment (VI) have access to the aids they require or that reasonable adjustments have been made to meet their individual needs.	<p>a) Support from the HI specialist teacher within school when required. Support from the SEND HI specialist who comes into check aids each term.</p> <p>b) Ensure that pupils with VI have access to the correct sized font as advised by the orthoptist or specialist VI teacher.</p> <p>c) Ensure that staff have training on specialist equipment. Termly visit by VI or when required</p>	As required/termly	SENCO/specialist teachers/class teachers/TA/parents	Reasonable adjustments are made to meet the needs of individual pupils. Actions are met from reports from specialist teachers
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Improving access to the curriculum

Targets	Actions	Timescale	Responsibilities	Outcomes
Ensure that all children have the correct height of furniture and are seated effectively within the classroom to access teaching and learning	<p>a) Ensure all tables, work areas and chairs are a suitable height for all children especially when it is a new classroom.</p> <p>b) Ensure that children who have been provided with equipment such as classroom chairs from OT have these assessed regularly in order to check that they are functioning properly and are effective in enabling the pupil to access the curriculum</p>	<p>Annually</p> <p>At least Annually</p>	SENCO, class teachers and outside agencies such as OT and Physiotherapist	<p>All pupils will have access to the correct height of furniture</p> <p>Pupils with specific furniture will be able to access the curriculum effectively.</p>
To ensure that staff are aware of the specific needs of pupils within our school and that training is provided as required.	<p>a) Pupil passports are in place for all pupils with an additional/special educational need or disability so that teacher, parents and children have a shared understanding of SEN pupils individual needs and strategies are in place to support these needs and support Quality First Teaching (QFT).</p> <p>c) Update the medical information in the staffroom first aid cupboard and the medical information on class lists so that all staff are</p>	Annually and updated termly	SENCO/SLT/ All staff	Staff are aware of children who have medical needs within school and are trained to manage these effectively.

	<p>aware of the medical needs of individual pupils in school.</p> <p>d) Ensure that first aid certificates are updated when necessary and that staff are trained to meet the needs of more complex medical needs such as diabetes.</p> <p>f) Staff audit to be carried out to identify training needs.</p> <p>g) Training and information updates to be given to staff at staff meetings and TA meetings</p> <p>h) Staff to be made aware of the online training resources for SEN</p>	<p>Annually and then ongoing.</p> <p>First Aid training is undertaken when required.</p> <p>Annually</p> <p>Termly/as required</p> <p>Ongoing</p>	<p>School office staff</p> <p>School office staff</p> <p>Head teacher/SLT/SENCO</p> <p>SLT/SENCO</p> <p>SENCO</p>	<p>Staff training needs are identified</p> <p>Staff are kept up to date with information regarding pupils with additional needs</p> <p>Staff are developing their understanding of needs of pupils with additional needs and how they can meet these needs in the classroom.</p>
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Improving access to information

Targets	Actions	Timescale	Responsibilities	Success criteria
To ensure that information for parents/carers/visitors/ prospective parents are accessible.	<p>a) Check that the information regarding SEND such as the SEND information report, local offer, policy, accessibility plan is available on the school website and is easily accessible.</p> <p>b) Ensure that paper copies are readily available should they be requested by parents/visitors who do not have access to the internet.</p>	Ongoing	SENCO/ Website support	Parents/carers/visitors/ potential parents are able to access information about the school easily and in a relevant form for them.
Signpost parents and pupils to national disability support	a) Identify disability resources and organisations hyperlinks to include in website	Ongoing	SENCO/ Website support	GW hosts a SEN Drop In service termly and invites local SEN advocates to listen, advise and signpost parents to local and national services.