



SCHOOL ACCESSIBILITY STATEMENT AND PLAN 2023 – 26

Category: Statutory	Approved by: Full Governing Body
Approved: March 2023	Next Approval due: March 2026
Initial Review by: Equality Lead Governor, Head Teacher.	Formal Review by: Finance Environment & Admissions Committee
Linked Policies: Equality Policy, SEND (Special Educational Needs & Disabilities) Policy	

Our Christian Vision:

Built on the rock of Christian faith, we work as a community to create an environment which enables all to flourish. Jesus welcomed everyone and we embrace diversity, celebrating our different gifts and successes. Like St Peter, we are motivated by our values, learn from our mistakes and strive for the best outcome for all.

Introduction

The purpose of this policy is to follow guidance to enable the school to draw up a plan to show how we intend, over time, to increase the accessibility of our school and aim to be inclusive to all members of the community.

Woolhampton CofE Primary School are committed to providing a fully accessible environment that enables full physical and curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Definition of Disability

According to the Equality Act 2010, a person has a disability if:

1. They have a physical or mental impairment.
2. The impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Legal Background

Woolhampton CofE Primary School recognises its duty under the Equality Act 2010, Schedule 10, Paragraph 3 and the Disability Discrimination Act (DDA) 2005:

- To prepare an accessibility plan, keep it under review and if necessary, revise it.
- To prepare the plan over a prescribed period.
- To increase the extent to which disabled pupils can participate in school's curriculum, environment and delivery of information.

The plan will be reviewed every three years by the Finance and Resources Committee and published on the school website.

Key Objectives

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, prospective pupils, staff, parents and members of the community in the life of the school.

Principles

- In performing their duties, governors and staff will have regard to the Disability Rights Commission Code of Practice (2002)
- The school recognises and values 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
- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles, and endorses the key principles in the National Curriculum, which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges
 - responding to pupils' diverse learning needs
 - overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Activity

The main activities which the school undertakes, and is planning to undertake, to achieve the key objectives set out above, can be broken down into three key areas:

1. Access to the Curriculum

As part of these activities, the school aim to provide an inclusive a curriculum as possible and seek and follow the advice of the LA services, advisors, and of appropriate health professionals.

2. Access to the Physical Environment

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

3. Access to Information

The school will ensure that information is offered in a range of formats to improve accessibility, utilising technology available such as audio format, braille, large print or using a symbol system. As part of these activities, the school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Actions

- Continuously identify areas of school environment where accessibility can be improved.
- If a child or adult known to the school has an accessibility issue which has not already been catered for, we will complete a comprehensive assessment of their needs to identify and support any required actions.

Linked Policies/Plans

This plan will contribute to the review and revision of related school policies/plans, for example:

- School Development Plan
- Curriculum Policy
- Behaviour Policy
- Written Statement of Behaviour Principles
- SEND Policy
- Equal Opportunities Policy

Access to physical environment

Targets	Action Required	Timescales	Person Responsible
Investigating accessibility throughout the whole school including the school hall.	Automatic door openers to be installed and ramps as appropriate. Evaluate and improve access to facilities and equipment within the school.	Ongoing	SBM
Improve accessible outside play equipment.	Provision of accessible to all equipment.	Ongoing	SBM
Reduce glare in classrooms to improve accessibility to whiteboard learning.	Mend/replace existing blinds in all classrooms and offices.	Ongoing	SBM
Ensure maintenance of lighting in car-park and steps between the main school and school hall.	Continuous review of lighting in the carpark and stair well.	Ongoing	SBM
Review the need for a induction/hearing loop.	Check need against school community and viability.	Ongoing	SBM

To have adequate arrangements in place, as appropriate, to safely evacuate individuals from the building in the event of an emergency.	A Personal Emergency Evacuation Plan (PEEP) will be provided for each individual who require additional support during evacuation.	Ongoing	SBM and SENCO
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Access to the curriculum

Targets	Actions Required	Time scale	Person Responsible
Training for teaching staff on differentiating the curriculum. Training for all staff on specific disabilities and SEN.	Review teacher training needs on an ongoing basis through monitoring and evaluation activities schedule.	Ongoing	HT
Ensure that staff are aware of the accessibility needs of individual pupils, parents and staff.	Monitor through staff meetings and 121s.	Ongoing	HT
Monitor progress and attainment of inclusivity arrangements to inform planning of the curriculum.	Collect assessment data of pupils and track progress. Staff to analyse data to inform their planning.	Ongoing assessment.	HT
To raise awareness of diversity and inclusion amongst pupils, staff and parents.	Use Professional Development meetings to identify and provide training opportunities for all staff. Ensure the school curriculum encompass diversity and awareness.	Ongoing	HT

Enabling All To Flourish

To ensure equitable access to all aspects of school life.	Collect assessment data of pupils and track progress. Staff to analyse data to inform their planning.	Ongoing	HT
Ensure all school trips and residential visits are accessible to all.	Develop guidance for staff on making trips accessible. Individual pupil risk assessments as appropriate are carried out and an equality impact assessment is completed for all school trips and residential visits.	Ongoing.	HT
To ensure any incidents of bullying/harassment are recorded.	Ensure the school's behaviour policy is published appropriately. Ensure that all staff are aware of how to report and accurately record any incidents of bullying and harassment in the school environment. Report any incidents in the headteachers report.	On going	Ongoing

Access to Information

Targets	Actions Required	Time scale	Person Responsible
To ensure that written information about the school is available in different formats e.g. large print, different languages, audio etc.	Ensure that information is available in different formats upon request.	Ongoing	HT and SENCO
Ensure that staff use a variety of visual and hearing techniques to deliver the curriculum.	Monitor through lesson observations and curriculum planning.	Ongoing	HT and SENCO