

# Woodbury Salterton Church Of England Primary School

## ACCESSIBILITY PLAN 2024-2026



The Equality Act (2010) legally protects people from discrimination in the workplace and in wider society. Discrimination means treating someone 'less favourably' than someone else, because of:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

These are called the 'protected characteristics'.

At Woodbury Salterton C of E Primary School our values reflect our commitment to a school where there are high expectations of everyone. We are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum where children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote a Christian ethos of the Core Christian Values where every member of our school community, including all pupils, staff, parents/carers and visitors feel that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

### PURPOSE OF PLAN

This plan shows how we intend, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors:

- **Increasing access to the curriculum for pupils with a disability**

This includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.

- **Improving access to the physical environment**

This includes improvements to the physical environment of the school and physical aids to access education.

- **Improving the delivery of written information to pupils and parents/carers**

This will include planning to make written information that is normally provided by the school accessible to all parents and their children. The information should take account of pupils' disabilities and pupils' and parents'/carers' preferred formats and be made available within a reasonable timeframe.

## **DEFINITION OF DISABILITY**

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

## **BACKGROUND AND AUDIT**

### **Curriculum**

We are aware that there are areas of the curriculum to which disabled pupils may have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.

### **Physical Environment**

Woodbury Salterton C of E Primary School has been in its current location since 1847. The main building is accessible for all through the front door. The KS2 classroom and the meeting room is accessible by a set of stairs. The entrance to our preschool outside area has a slope which makes transition between the inside and outdoor provision accessible for all. Physical Education takes place either in the playground, on the Glebe Field or in the village hall which is a separate building adjacent to the school. There is a ramp enabling access to the hall for all users. Our forest school is located 200 metres from the school. Access to this area requires a short walk along Stony Lane. Stony Lane is a quiet country lane but does not have a pavement. Access to the field is up a small slope.

Our school has a few barriers to inclusion of physically disabled children, particularly in wheelchairs. We would need to respond to needs if and when they arise but an audit of limitations shows –

No permanent disabled access to the Key Stage Two Classroom and meeting room with a long flight of steps to access these spaces.

No on-site parking and no dedicated disabled parking bay

No disabled toilet at our Forest School site

## Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff. We ask parents if they require information in other formats.

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' views, or in conjunction with a letter home about a parents' evening.

## Current Range of known disabilities

We have asked parents/carers and staff to advise us of any disabilities.

Within our school community we have pupils with Autism

## Overall

We do not at present have any children with a disability that we are not currently managing within our normal curriculum and physical layout. We are aware that we need to continually review and make changes as and when specific issues are identified.

## INCREASING ACCESS TO THE CURRICULUM FOR PUPILS WITH A DISABILITY

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school expectations when deprivation of after school club attendance may be used as a suitable short-term sanction and to ensure the safety of others.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

We have proved ourselves to be an inclusive school for children with additional needs. We have admitted children from out of area and provided them with support to enable them to participate in the school curriculum.

Targets	Strategies	Timescale	Responsibility	Success Criteria
Increase confidence of all staff in adapting the curriculum	Be aware of staff training needs on curriculum access  Assign CPD for OAIP	On-going and as required	SENCO AH	Raised staff confidence in strategies for adaption and increased pupil participation

Ensure all staff have specific training on disability issues	<p>Be aware of staff training needs Staff access appropriate CPD</p> <p>Identify training needs at regular meetings</p> <p>Review the needs of children with specific issues, provide all relevant training.</p>	On-going and as required	SENCO AH	Raised confidence of support staff
Ensure all staff are aware of disabled children's curriculum access	<p>Set up a system of individual access plans for disabled pupils when required</p> <p>Information sharing with all agencies involved with child. Medical/care plans in place if required alongside Provision Maps</p> <p>Advice gained and action taken from all agencies</p>	As required	SENCO	All staff aware of individuals needs
Use ICT software to support learning	Make sure software is purchased and installed where needed, on recommendation of ICT adviser	As required	Academy Head	Wider use of SEN resources in classrooms
All school visits and trips need to be accessible to all pupils	<p>Ensure venues and means of transport are vetted for suitability / pre visit to take place</p> <p>Carry out risk assessment</p> <p>Ensure enough adults to support on the trip</p> <p>Develop guidance on making trips accessible</p>	On-going	Academy Head SENCO	All pupils are able to access all school trips and take part in a range of activities
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports. Ensure all sports coaches are aware of children's individual needs.	As required	PE co-ordinator	All to have access to PE and be able to excel
Review curriculum areas and planning to include disability issues	Include specific reference to disability equality in all curriculum reviews		Academy Head SENCO	Gradual introduction of disability issues into all curriculum areas
Ensure disabled children can take part equally in	Discuss with Out of school Club staff, and people running other clubs after school. Support would have to be available, especially after school	As required	Academy Head SENCO	Disabled children feel able to participate equally in out of school activities

lunchtime and after school activities				
Access arrangements to meet individual's needs when taking tests etc. will be applied for and support provided when required	SENCO will ensure appropriate testing and reports are provided in order to apply for access arrangements		SENCO	All pupils will have their individual needs met, and any barriers to achieving their full potential will be removed

### IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT OF THE SCHOOL

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known.

We have a range of equipment and resources available for day-to-day use. We keep resource provision under constant review. The school's Improvement planning process is the vehicle for considering such needs on an annual basis.

Targets	Strategies	Timescale	Responsibility	Success Criteria
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 DAF process	As require	SENCO / Classteacher	Provision Maps are in place for disabled pupils, and all staff are aware of pupils' needs.
	Through questions, discussions and newsletters find out the needs of others	Annual	Academy Head	All staff, governors, parents/carers are confident that their needs are met. Monitor to ensure any new needs arising are met.
Layout of school	Consider needs of disabled pupils, parents/carers, staff, visitors when considering any new furniture or redesign	As required	Academy Head Trust EIT	Re-designed buildings are usable by all
Ensure everyone has access to reception or waiting area	Provide a bell on the door so that wheelchair users can get the attention of staff in the office.	As required	Academy Head	Disabled parents / carers / visitors feel welcome.
Ensure that all areas of school building and grounds are accessible for all children and adults and to continue to improve the	SEN staff to audit accessibility of school buildings and grounds.	As required	All staff	Any modifications needed will be made to the school building and grounds that are needed to facilitate ease of access for all.

access of the physical environment for all.				
Maintain safe access for visually impaired people	Check exterior lighting is working on a regular basis	Ongoing checks As required	Academy Head	Visually impaired people feel safe in school grounds.
Ensure all disabled people can be safely evacuated	Ensure there is a personal emergency evacuation plan for all disabled pupils.  Ensure all staff are aware of their responsibilities in evacuation by being aware of the SENCO passport information	As required	Academy head	All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation. Disabled people in wheelchairs can be evacuated quickly and easily
Provide hearing loops in classrooms to support pupils with a hearing impairment	Take advice from LEIS on appropriate equipment if this becomes necessary	As required	Academy Head	All children have access to the curriculum
All fire escape routes are suitable for all	Ensure staff are aware of need to keep fire exits clear	Daily	Academy Head	All disabled personnel and pupils have safe independent exits from school
Ensure access to IT equipment is appropriate	Including in relation to those with a visual or hearing impairment	As required	Academy Head SENCO	Hardware and software available to meet the needs of children as appropriate
Fire alarm	Currently auditory		Trust EIT Health and Safety	

#### IMPROVING THE DELIVERY OF WRITTEN INFORMATION TO PUPILS

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
Inclusive discussion of access to information in all parent/teacher annual meetings	Ask parents about preferred formats for accessing information	Annually	SENCO / Academy Head	Staff more aware of preferred methods of communication, and parents feel included.
Review information to parents/carers to ensure it is accessible	Provide information and letters in clear print in "simple" English School office will support and help parents to access information and complete school forms Ensure website and all document accessible via the school website can be accessed by the visually impaired	On-going	Administrators	All parents receive information in a form that they can access
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	Office	Excellent communication
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	On-going	SENCO	Staff produce their own information
Annual review information to be as accessible as possible	Use child friendly DAF (Devon Assessment Framework) review formats	On-going	SENCO	Staff more aware of pupils preferred method of communications

We are aware that the need for reasonable adjustments may arise at any time. These will be reviewed as and when the need is identified. We will consult with experts when new situations regarding pupils with disabilities are experienced so that we can be as inclusive as possible.

When staff or parents choose to disclose any disabilities to us, we will ensure we talk sensitively to them about their needs and any adaptations that are required.