Woodley Church of England (Controlled) Primary School

Accessibility Policy

Responsibility of: Finance and Facilities Committee
Date of Policy: 01/02/2016
Date of Review: 01/11/2021

Version	Date Policy Adopted/Reviewed	Approved by governors	Description
1	2006	2006	
2	01/06/07	01/06/08	No changes
3	01/06/08	01/06/09	
4	01/06/09	01/06/10	
5	01/02/13	01/02/14	
6	01/02/14	01/02/15	
7	01/02/15	01/02/16	
8.	01/11/2018		Accessibility plan updated
9.			

Chair of Governors:

Head Teacher:

Woodley CE Primary School

Accessibility Policy

Introduction
This policy is drawn up to implement the Woodley CE Primary School Planning Duty for Disabled access. This planning duty arises from changes made to the Disability Discrimination Act 1995 by the SEN and Disability Act 2001 (SENDA). The plan is written in accordance with the DfES guidance publication 'Accessible Schools: Planning to increase access to schools for disabled pupils

Definition of Disability
The Disability Discrimination Act 1995 defines disability as following

'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 create a rich environment which enables disabled pupils, staff, parents, visitors to participate fully in the school community by identifying and eliminating barriers that could prevent this

Key Responsibilities
The school recognises that the following are key responsibilities underpinning the planning duty.

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to discriminate against employing disabled staff
- Not to treat disabled pupils or staff less favourably
- To take reasonable steps to avoid putting disabled pupils at a disadvantage
- To ensure, where possible, disabled parents can access school in order that they can support their child/children
- To publish an Accessibility Plan and to update annually.

School Principles
- When performing their duties all staff and governors will have regard to the DRC Code of Practice (2002)
- Compliance with the requirements of the DDA is key to all school policies
- All children are individuals and entitled to the best education they can receive regardless of any disability they may have
- Access to Education means making a full school life accessible to the disabled pupil, including extracurricular activities and events.
- The school provides all pupils with a broad and balanced curriculum, tailored to meet their individual learning requirements
- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities
- The school recognises the parents', child's and staffs' right to confidentiality

Activities
The school will undertake to meet its key objective by developing three key areas,

1. Access to the Curriculum
- The school undertakes to assess its provision of curriculum to pupils on a regular basis, and to use this information improve the curriculum to pupil requirements.
- Create a challenging curriculum where suitable learning challenges are set and progress of individuals achievements can be assessed
- To seek and follow the advice of services such as other schools, the LEA, the Government, and independent bodies to achieve best practice

- Continue to follow and endorse the key principles of the National Curriculum 2000 Framework
- Through high quality curriculum planning and teaching

2. Access to the Physical Environment
- The school will audit existing facilities and develop ways of making the physical environment more accessible to people with disabilities
- Consider how different impairments have specific requirements and can be best catered for within the school environment
- Consider ways of providing the most suitable aids and resources, outside of the child's SEN, or health, provision
- Consider ways of providing suitable aids and resources for disabled staff.
- To seek and follow the advice of services such as other schools, the LEA, the Government, and independent bodies to achieve best practice

3. Access to Information
- Audit existing methods of providing information and media utilised, develop these to improve accessibility
- Work with Local Schools, LEA and local support services to source best materials at an appropriate cost
- Include parents, pupils and staff in the choice of the most suitable media for the disabled child

Linked Policies

The plan will contribute to the review and revision of related school policies,
- School Improvement Plan
- School Local Offer
- Building and site development plan
- SEN Policy
- Equal Opportunities Policy
- Curriculum Policies

Publicising the Plan

Copies of this plan will be promoted and made available to existing or prospective parents using the following means -
- School Prospectus
- Governor meetings

Review and Responsibilities

Date of Policy:	March 2006
Date of Review:	June 2007, June 2008, June 2009, June 2010 Feb 2013, Feb 2014, Feb 2015, October 2018
Member of Staff Responsible:	SENCO
Governor(s)/Committee(s) Responsible:	SEN Governor
This plan was drawn up by a working group comprising of:	A working group should be consulted to agree school targets and strategies. It could comprise a governor, Head teacher
Alternative formats available:	e-mail enlarged print audio tape

Accessibility Plan – 2018-2021

Equality Duty	Area to be addressed	Strategies planned for 2018-2021	Goals achieved and impact	Date completed	Evaluation	Strategies still to do
Disability We will consider the needs of all people in school including:- • Pupils who may be disabled but not have a statement of special educational need nor be on any stage of special needs assessment • Teachers and other school staff • Governors • All visitors to the school	• Ensure all displays are of muted tones	• Seek Inclusion Manager advice • Display policy • Review existing capital projects to plan installation of ramp to modular classes • Obtain 3 quotes for the work.	School environment is not overly busy with colour so sensory impact is reduced.			
Gender We believe that girls and boys should have equal access to all aspects of school life including the curriculum subject choices and extra-curricular activities. It may be necessary for children to receive different treatment in order to ensure that both girls and boys achieve their full	Pupils see challenge as an opportunity for grown Positive encouragement to attend all after school clubs regardless of gender	All pupils are confident in applying BRIGHT learning. Teachers reinforce and praise effort and perseverance over success (growth mind-set) Teacher links to families Use of PPG to support pupil access to club activities.				

potential						
Employee Rights As an employer, Woodley CE Primary School is committed to the employment policies and practices of Wokingham Borough Council for every member of staff including part time supply and support staff. This also includes opportunities for professional development. We will ensure that our procedures are fair honest and open.	School policies to be shared with teaching and support staff through TA and Staff meetings, shared drives and written communication. Other strategies are used for staff that do not use ICT. Regular briefings are held to inform staff of changes in school. This is repeated in order to capture all staff. Senior Leadership Team strive to create a culture where staff feel comfortable to take opportunity to speak to them if they have any issues. Whistle blowing policy is made available to all staff	Shared drive to be set up by Admin Manager to allow all staff to access school policies. TA and Staff meetings are a forum where staff can feedback to a member of the SLT on both curriculum and staffing issues. Work to be carried out share content of policies with staff to ensure open and honest procedures	SBM and AH chair TA Meetings HT and DHT chair staff meetings SBM holds separate meetings with staff who do not have access to the above. Policies are part of review process to ensure they are regularly updated.			
Race and religion We believe that our school must be a safe place for everyone and we are committed to • Tackling racial discrimination	All diverse groups make at least expected progress from starting points/EOEYFS in reading writing and maths.	Inclusion manager and Head Teacher track interventions and diverse group progress. Pupil progress meetings to focus on progress of diverse groups.				

• Promoting equality of opportunity and good race relations	Leaders from all faiths visit schools or children visit places of worship across the country as part of respect and curiosity

Planning explicitly refers to Core Values | Book scrutiny focussing on diverse groups, structured conversations to ensure parental engagement. SLT and staff to monitor progress through termly book scrutinies

Long-term plans are audited and amended to reflect experience of all faiths. HT/RE lead to liaise with visitors regarding what Core Values offer in assemblies and workshops. Parents are invited in and informed via newsletter when religious visitors come into school to deliver workshops etc.

Core values clearly evidenced in long term planning | | | | |

Review and Responsibilities

Date of Plan	Autumn 2018
Date of Review	Autumn 2018
Members of Staff Responsible	Head Teacher Inclusion Manager School Business Manager
Governors' Committee Responsible	Finance and Facilities Committee
The plan was approved by Governing Body on	01/10/2018
The Plan is available in alternative formats from	The School Office
Alternative forms available	Email, enlarged print