



Woodham Burn Community Primary School and Nursery

Accessibility Plan

Adopted September 2024

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This Policy

1. This Accessibility Plan has been drawn up in consultation with Lingfield Education Trust, children, parents, staff, trustees and governors of the school.
2. We are committed to providing a fully accessible environment which values and includes all children, 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.
3. Woodham Burn Community Primary School and Nursery plans, over time, to increase the accessibility of provision for all children, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
 - 3.1 improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
 - 3.2 increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
 - 3.3 improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

4. Action Plans relate to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.
5. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
6. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by the Trust. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.
7. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".
8. Information about our Accessibility Plan will be published in the Governors' Annual Report (statutory).
9. The Plan will be monitored by the schools local governing body.
10. The school will work in partnership with Lingfield Education Trust in developing and implementing this plan.

Appendix 1-Action Plan – Increasing Access for disabled pupils to the Curriculum

Appendix 2-Action Plan – Increasing access for disabled pupils to the physical environment

Appendix 3-Action plan – Improving the delivery of written information to disabled pupils

Appendix 4-Access Statement – Disabled access plan for new classrooms/new areas at Woodham Burn Community Primary School and Nursery.

Appendix 1

Access Plan: Part 1

Increasing access for disabled pupils to the curriculum.

Target	Action	Resources	Outcomes	Time
Curriculum adjustments Ensure fair access for all.	Consider needs of all pupils when planning lessons, adjust resources accordingly such as text size, paper color, writing equipment, classroom position etc. With consideration for those children with general and specific learning difficulties. Ensure staff have access to the inclusion data of pupils for who they teach to ensure they can plan and deliver to meet their needs.	New textbooks. New Software.	All pupils access the curriculum. Structured conversations as appropriate with parents and carers.	As required to meet individual needs.
Ensure teaching and learning methods and environment supports pupils with hearing impairment.	Quiet classrooms, child facing teacher, clear enunciation. Support as required.		Progress confirmed by observations and formal assessment.	As required to meet needs.

Ensure teaching and learning methods and environment supports

Pupil faces teacher, glasses worn.
Modified print

Progress confirmed by observations and formal assessment

As required to meet needs

pupils with visual impairment.				
Ensure teaching and learning methods and environment supports pupils with emotional and behavioural difficulties.	Layout of classroom, time out, clear targets, clear behavioural expectations.	Additional support as required.	Progress confirmed by teaching assessment and achieving targets.	As required to meet needs
Ensure teaching and learning methods and environment supports pupils with diagnosed medical conditions.	Accessibility of medication. Awareness of staff when planning activities.		Pupils able to access all activities	As required to meet needs
Update curriculum and general policies.	Rolling programme of policy review to ensure that policies are up to date and comply with legislation	Senior Leadership and staff. Relevant Sub-committee of GB	Policies reflect the partnership's commitment to removing barriers to learning.	Ongoing
Prepare a response programme of training for all staff to meet requirements of disabled pupils.	Ensure SENDCo fully trained to be responsive to needs that may arise	CPD/training SENCO	SENDCo able to disseminate good practice and information to all staff.	Ongoing
To use external services to support pupils with a disability.	Access external services for advice and support and then to provide ongoing advice and support as required. (IASS)	Time: for staff to liaise with specialists Financial: purchase of specialised equipment as required.	The environment is appropriate and staff are beginning to be prepared to meet the needs of a pupil with a disability. Staff have greater understanding of	Ongoing

Provide training for staff.

Staff attend relevant courses, SENCO to

Financial – cost of CPD

Staff are deployed effectively and

Ongoing

	have an overview of the needs of disabled pupils. Share successful practice within the academies.		high expectations of disabled pupils. Raised awareness of the learning needs of pupils with a variety of disabilities/special needs	
Develop a range of learning resources.	As resources are updated, ensure they will meet the differing needs of pupils.	Cost of new resources and materials.	Pupils with disabilities have access to appropriate curriculum materials.	Ongoing
Ensure venues for school trips are suitable.	Pre visit assessment of suitability- transport, access, toilets. Risk assessments.(Evolve)	Cost of time to visit the placement of a trip.	Equal opportunities for Children with disabilities to participate in off-site activities.	When required for trips.
Classrooms optimally organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of equipment and furniture and equipment to support the learning process in individual classes.	Use visual timetables.	Children have ready access to a range of resources. Sessions start on time without the need to make adjustments.	
Extra curricular activities planned to ensure participation by all.	Review extra curricular provision regularly. Preparation meeting with parents/carers to make all necessary additional		Out of school activities will be conducted in an inclusive environment.	As required in response to pupil need.

Review staff deployment	Establish timetables to provide support for pupils.	Extra support teaching hours.	Support available during key times when individuals may need support	Ongoing
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Appendix 2
Access Plan: Part 2

Increasing access for disabled pupils to the physical environment

Target	Action	Resource	Outcome	Time
<p>Access: To be aware of the access needs of all pupils/staff parents and carers.</p> <p>Ensure all staff and other volunteers/visitors to the school are aware of access issues.</p>	<p>Gather data around access needs at the point when a child begins at school.</p> <p>Create access plans for individuals as required</p> <p>Annual reminder to parents, carers through communication to let us know if they have problems with access to areas of the academy.</p> <p>Include an accessibility plan as part of induction.</p>		<p>Individual, relevant and current information is gathered and shared as required so that all needs are met.</p>	<p>Annually or as required</p> <p>September</p> <p>As required</p>
<p>Ensure everyone has access.</p>	<p>Ensure that nothing is preventing access for all.</p>	<p>Caretaker/staff daily checks to ensure entrances are clear of obstruction.</p>	<p>All visitors feel welcome.</p>	<p>Daily</p>

Dedicated disabled parking bay for visitors or staff if bay does not currently exist in setting.	To continue to explore possibilities with local communities/local authority to provide permanent disabled parking areas		Accessible parking for all visitors, staff and pupils.	Daily
Improve access to site.	Ensure pathways are gritted and ice free Check exterior lighting is working on a regular basis Provide designated drop off point for disabled drivers.	Caretaker time Premises Dept. - ongoing checks.	Paths accessible and safe. Improved safe access for pupils, parents, staff and visitors.	Daily Ongoing.
Ensure the buildings remain full accessible and compliant in line with the Equality Act.	Ensure building and maintenance works are fully compliant with the Equality Act in relation to access.			As work is undertaken.
Each school will undertake Fire Safety assessments. Fire equipment is regularly checked and maintained.	Ensure staff are fully trained and aware of their duties		All staff and pupils have safe independent exits from sites.	Daily

Appendix 3

Access Plan: Part 3

Improving the delivery of written information to disabled pupils

Target	Action	Resources	Outcome	Time
Availability of written materials in different formats.	Use a variety of formats for communication, including text, email. Ensure parents/carers are aware that communication can be provided in alternative formats.	Administration time.	The school will be able to provide information in different formats. Parents and carers become aware.	Ongoing
Make available school publications in alternative formats.	Review all publications and provide in format required.	Administration time	Information available for all in different formats and electronically	Ongoing
School moves towards electronic publications including reporting.	Methods explored and considered for within school.		School and other agencies become knowledgeable about possible	
Website is compliant with statutory regulations.	Dedicated staff member to update and maintain websites.	Administrative time. Computer staff time.	Information available to all electronically Compliant.	Ongoing
Ensure information in SEND reviews is accessible to all parties	Provide a choice of formats for parents and carers.		Parents and carers have choices about how they are communicated with and how they provide their points of view.	Ongoing

Appendix 4 Access Statement:

Arrangements for physically disabled persons using Woodham Burn Community Primary School and Nursery.

This appendix to the school accessibility plan is designed to outline a solution for the difficult issues faced by physically disabled persons using the academy premises, due to its challenging topographical position.

Although the school currently has no pupils in attendance with any physical disabilities nor any pupil that requires physical support whilst manoeuvring around the school site, we recognise that this could change at any point and have therefore we have considered and put in place plans that would enable the school to accept any such pupil, should the situation arise.

Should a current pupil of the school become temporarily incapacitated, the school would look to put measures in place whereby the pupil would safely be taxied in and out of the main school building, whereby once within the main building the pupil would be able to attend their 'usual' learning environment and classroom.

Should the situation arise whereby either an existing pupil of the school were to become permanently physically disabled, or a physically disabled pupil were to join the school, then the following procedure would come into place:

The current regime whereby the school pupils rotate to different classrooms on an annual basis as they progress through their school life, and specific classrooms/buildings are used for a specific age range of pupil would no longer take place.

In essence, if a permanently, physically disabled child were to become a long term pupil of the school then that pupil, along with their year group of pupils, would remain in the most recently completed building which would adequately meet not only the access requirements, but also the physical requirements of the pupil.

In the event that an employee of the school were to become either temporarily or permanently physically disabled, then the same conditions would apply as above, in that the school would utilise the accessible building for this person, should they be a teacher, teaching support staff or admin. The school is confident that this would be achieved with very little changes due to both the high level of training received by our employees in being able to adapt to teach the full spectrum of primary aged pupils, and the integration of our IT systems throughout the premises.

Finally, where possible, any visits to the premises by a physically disabled person, whether this be a parent, an official (i.e. OFSTED Inspector) or a general visitor would be planned in advance, allowing for provisions to be made as follows:

Prior arrangements be made so that the meeting of such person can be held within the building. For example, parents' evenings or general meetings would be held in an appropriate area within the school, for example the Meeting Room.

Alternatively, if the visitor is required to see/enter the classrooms within the premises to carry out their role, for example an OFSTED

inspection, then that person would not be expected to enter/leave this area unattended but instead, would be assisted and supported to and from the new classrooms by a physically abled employee.

