

ACCESSIBILITY PLAN



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Document Control

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| Start Date: | July 18 |
| Reviewed by: | Headteacher and Link Governor |
| Approved by | Management Committee (July 18) |
| Review Date: | July 21 |

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with a disability can participate in the curriculum
- Improve the physical environment of the school to enable pupils with a disability to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with a disability

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our whole school vision sets out how we embrace difference and support all students to achieve by providing equality of access to irresistible learning. Our whole school values highlight trust, empathy, aspirations and motivation. This means that our staff recognise individual needs and support all students to achieve across the curriculum.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

The school is maintained by Hampshire County Council and we work closely with the Havant Federation of Schools and The INCLUDE Project.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, staff and governors of the school].

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

| Aim | Current good practice <i>Include established practice and practice under development</i> | Objectives <i>State short, medium and long-term objectives</i> | Actions to be taken | Person responsible | Date to complete actions by | Success criteria |
|--|---|--|----------------------------|---------------------------|------------------------------------|-------------------------|
| Increase access to the curriculum for pupils with a disability | <p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p> | | | | | |

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|--|---|--|--|--|--|--|
| <p>Improve and maintain access to the physical environment</p> | <p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Single level with flat entrance/egress point</i> • <i>Corridor and communal areas are wheelchair accessible</i> • <i>We have 2 designated accessible parking bays</i> • <i>We have Accessible toilets and changing facilities</i> | | | | | |
| <p>Improve the delivery of information to pupils with a disability</p> | <p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Coloured overlays</i> • <i>Coloured paper</i> • <i>Pictorial or symbolic representations</i> | | | | | |

4. Monitoring arrangements

This document will be reviewed every **3** years; however may be reviewed and updated more frequently if necessary.

It will be approved by the Management Committee and Headteacher

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

| Feature | Description | Actions to be taken | Person responsible | Date to complete actions by |
|-------------------|--|--|--------------------|-----------------------------|
| Number of storeys | One – the building is a single storey modern facility | Nil | | |
| Corridor access | All corridors have wide access and can easily accommodate wheelchair users | Nil | | |
| Lifts | N/A | N/A | | |
| Parking bays | 2 x Accessible Parking Bays | Ensure that staff leave the accessible parking bays free for use by those with a 'blue badge' | Site Manager | |
| Entrances | All entrances have accessible entry and egress | Signage to be placed to warn about leaving doorways free from obstructions and to be accessible 24/7 | Site Manager | |
| Ramps | N/A – all access points have lip free access | Nil | | |
| Toilets | Accessible toilet available in midpoint of building | Nil | | |

| | | | | |
|-------------------------|---|---|------------------------------|--|
| Reception area | Accessible front entrance with motion sensor for door activation. Low level counter manned by reception staff | Nil | | |
| Internal signage | Signage clearly indicates evacuation route in the event of fire or serious incident | Students with a disability to have a Personal Emergency Evacuation Plan created to aid staff during evacuation. Students to rehearse evacuations at least termly | HT/Site Manager | |
| Emergency escape routes | Clearly marked, Emergency Plans in each classroom and office. | Weekly H&S checks highlight any deficiencies | H&S officer /HT/Site Manager | |

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