

Accessibility Plan

Wooden Hill Primary and Nursery School



Approved by: Governing Board

Date: 25th February 2019

Next review due by: 25th February 2022

Signed
Headteacher:

A handwritten signature in black ink, appearing to be "J. Smith", written over a light grey background.

Signed Chair of
Governors:

A handwritten signature in black ink, appearing to be "D. Jones", written over a light grey background.

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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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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.

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 works closely with Bracknell Forest Borough Council to develop and implement the plan.

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.

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	Wooden Hill offers a differentiated curriculum for children of all abilities and uses specific resources to ensure certain pupils are able to access the curriculum fully. We use resources tailored to the needs of pupils who require support to access the curriculum; we modify resources wherever this is required.	Training for all staff on medical needs, ASD, sensory loss etc.	Audit of CPD requirements.	DHT	July 2018	List of areas staff would like training in during 2018-2019.
	Curriculum resources include examples of people with disabilities.	Examples in all areas of the school including the library.	Audit of current provision.	Phase leaders	July 2018	Purchase resources during 2018-2019.
	Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with	Progress is good from all starting points.	Focus of pupil progress meetings.	SLT	Ongoing	All children make sufficient progress from their starting points.

	additional needs.								
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps into the nursery building • Corridor width suitable for a wheelchair • Disabled parking bays immediately outside the entrance • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Obstacles highlighted with paint or tape	All members of the school community are able to access all areas of the school.	Continued monitoring of facilities.	Site controller/SLT	Ongoing	Site accessible			
	Effective transitions from one year group to the next.	Transition meetings to focus on the physical needs of individual children	Reminder before transition meetings to discuss these needs.	SLT	Each summer term or when there is a change of teacher	The physical needs of all children are passed onto their next class teacher effectively			
Improve the delivery of information to	Our school uses a range of communication methods to ensure information is accessible.	Use of visual timetables and other symbols.	CPD on use.	DHT/SENDCo	Summer 2018	Visual symbols used across the school			

pupils with a disability	Pictorial or symbolic representations such as visual timetables are used.						
	Signage is clear around the school	All members of the school and visitors are able to navigate easily	Audit of current signage	DHT/site controller	Summer 2018	Site fully accessible	

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body.

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 statement
- 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
Multi levels	Different levels in nursery building	There are yellow lines and tape to demarcate. These need to be maintained.	Site controller	Ongoing
Corridor access	All corridors are accessible for wheelchairs and wide enough for manoeuvre	Corridors to be tidy and free from obstructions	All school staff	Ongoing
Parking bays	Two outside the office	Reminders for other people accessing school not to park in them	Office staff	Ongoing
Reception area	Accessible for a wheelchair	Keep clear of clutter	All school staff	Ongoing
Toilets	Disabled toilet shared by men and visitors	Not very pleasant – needs to be cleaned regularly and in need of replacing	Site controller	2018-2019
Internal signage	Not all rooms etc have signs	Consistent signage across school	Site controller	Ongoing
Emergency escape routes	Clearly labelled	Continue to ensure signs are maintained.	Site controller	Ongoing
Access to grounds	Tree roots cause cracks in the	Cracks need to be clearly marked with yellow/white paint	Site controller	Ongoing

	pathways leading into the school			
Wheelchair access to grounds	Slope leading down from gates to front door	Pathway must be kept clear at all times to allow wheelchair access	Site controller	Ongoing