



# **Accessibility plan**

## Wooden Hill School

**Approved by:** FGB **Date:** 23.5.24

**Last reviewed on:** [Date]

**Next review due by:** May 2027]

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

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 school's Vision is that the whole community is Ready for the next stage of their journey.

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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

To reduce and eliminate barriers to access to the curriculum and to promote full participation in the school community for pupils, prospective pupils and our adult users with a disability.

## Principles

The school recognises its duty:

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services

- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to take reasonable steps to avoid putting disabled parents or staff at a substantial disadvantage
- to publish an Accessibility Plan.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality

### **Making the plan available**

- Via the school website and prospectus
- In accessible forms

## Management, Coordination and Implementation

Area	Action	Responsibility	Timescale
Access to curriculum	<p>Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement. and the SEND code of practice</p> <p>Training for teachers on differentiating within the curriculum.</p> <p>Undertake an audit of staff training requirements.</p> <p>Ensure all classrooms and resources are organised in accordance with pupil need.</p> <p>Involve pupils in review of hardware &amp; software.</p> <p>Engagement with external agencies for specific needs e.g. deaf nurses, Sensory consortium, Occupational Therapy, Physiotherapy, Speech and Language, ASSC.</p> <p>Classrooms are inclusive: making use of visual timetables, widget symbols, Autism friendly / safe/ regulation spaces.</p> <p>SENDCO involvement with identified learners in line with SEND policy.</p> <p>Ensure sensory rooms is used to support groups and individuals to access Learning resources adapted for needs e.g. enlarged text; different coloured backgrounds not just white; use of a laptop if required.</p>	<p>Head Teacher</p> <p>Deputy Head Teacher</p> <p>SENDCo</p> <p>Governing Body</p>	Ongoing
Access to wider curriculum	<p>Audit participation in extra-curricular activities and identify any barriers.</p> <p>Ensure school activities are accessible to all students.</p>	<p>Head Teacher</p> <p>Deputy Head Teacher</p> <p>Sports Coach</p> <p>Governing Body</p>	Termly

Access to Information	<p>Large print and audio formats etc. as required.</p> <p>Monitor uptake of documents in alternative formats.</p> <p>Review accessibility of newsletter and letters for parents.</p> <p>Review all current school publications and promote the availability in different formats for those that require it.</p> <p>Homework information to be made available <del>sheets</del> in alternative formats as appropriate.</p>	<p>Head Teacher</p> <p>Office staff</p> <p>Teaching staff</p>	Ongoing
Access to premises	<p>Review personal evacuation plans.</p> <p>Ensure entrances and ramps to buildings are kept clear and well-maintained.</p> <p>Check all signage including evacuation procedures, internet safety, fire drill, lock down etc.</p> <p>Ensure that both inside and outside areas of school conform to Health and Safety guidelines,</p> <p>Classroom adaptations as required for hearing impaired.</p>	<p>Head Teacher</p> <p>School Business Manager</p> <p>Resources committee</p>	July 2024
Training for 'Awareness Raising of Disability Issues'	<p>Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of school.</p> <p>Seek advice from national and local agencies to assist with training to support the school's intervention strategy. (EP work with SENDCo and HT)</p>	<p>Governor services</p> <p>Family Support Advisor</p> <p>Head Teacher</p> <p>Local Authority</p> <p>SENDCO</p>	December 2024

