

## Accessibility Policy

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**Date adopted:** September 2020

**Review date:** Tri-Annually

**Last Reviewed:**

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### Key staff involved in the policy

Role	Name(s)
Leadership Group	Mrs Sarah McGinnety
SENCo	Mrs Amy Keenan
Business Manager	Mr David Coates

### Accessibility Plan 2020- 2023

As noted in the Special Educational Needs and Disability Code of Practice: 0 to 25 years, all schools must make reasonable adjustments in order to increase access for disabled pupils to the curriculum, the physical environment and to information, in order to prevent discrimination, to promote equality of opportunity and to foster good relations.

#### Mission Statement:

At Woodham Academy, we strive for excellence and aim to help all of our students achieve their full potential. The school is a happy, vibrant community where students work hard in their academic studies and are involved in a wide range of sporting, creative, practical and social activities.

At Woodham Academy, we are committed to developing a culture of inclusion, support and awareness within the school. In accordance with the Equality Act 2010, we define a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The following accessibility plan has been produced using guidance from the Equality Act 2010, in order to ensure Woodham Academy does not discriminate against a pupil in the way it provides education for the pupil (including participation in the school's curriculum), access to the facility and access to information. It is a projected plan for a **three year period**, which will be constantly monitored ahead of the review date.

The Accessibility Plan shows how access is provided for disabled pupils, staff and visitors to the school, in addition to anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant actions to:-

- Increase access to the curriculum for pupils with a disability, in addition to altering the curriculum as necessary and practicable, to ensure that pupils with a disability are as equally prepared for life (as stated in the duty of the school under the Equalities Act 2010).
- Quality first teaching where teaching and learning is monitored and reviewed in addition to the development of a wider curriculum such as participation in school clubs, cultural activities and school trips.
- The provision of specialist or auxiliary aids and equipment, which may assist pupils in accessing the curriculum within a reasonable timeframe and setting.
- Access to the physical environment
- Provide delivery of written information to pupils, staff, parents and visitors with disabilities.

This Accessibility Plan is not a standalone document and should be read in conjunction with other school policies and documents. Where appropriate this document will be reviewed in consultation with the Local Authority and relevant experts.

## **1. Aims**

- Increase access to the curriculum for pupils with a disability
- Maintain access to the physical environment
- Improve the delivery of written information to pupils

## **2. Current good practice**

As part of transition procedures, we aim to clarify disability or health conditions in early communications with parents/carers, previous educational establishments and where possible pupils. Data is constantly reviewed with parents/carers of pupils on roll to ensure alterations are accurate and needs are addressed.

### Physical Environment

All pupils are given the opportunity to participate in a range of in - class and extra –curricular activities where appropriate. Some aspects of extra-curricular activities may present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, afterschool clubs for pupils with physical impairments, school trips for pupils with medical needs; however adjustments are made to allow participation where practicable. Access to most areas of the school is good as some areas have wheelchair access; disabled pupils have the use of lifts and disabled toilets are available.

### Curriculum

Reasonable adjustments can be made to allow access to the curriculum for pupils with a disability. This may require for example but not exclusive to additional practical aids including access to IT, alterations in delivery and access to assessment aids such as a scribe. The level of adjustments required to aid access to all aspects of the curriculum will be discussed with the pupil, parents/carer and the relevant teams supporting the pupil.

### Information

As the majority of information is directed home via pupils, it may be necessary that different forms of communication are made available to enable all SEND pupils and their parents/carers access the information in a format appropriate to them. This will be discussed with all parties involved. Pupil and parent voice is important to Woodham Academy to provide a platform for all involved in the care of the pupil to express their views and to hear the views of others. Access to information is therefore discussed, planned and reviewed with a range of different formats available for disabled pupils, parents and staff.

### 3. Access Audit

Woodham Academy comprises of a two storey (in parts) main building with some wide corridors and many access points from outside. Other buildings are single story and can be accessed from the main building. Many doors have controlled locks and may require assistance for access. The upper floor of the main building does not have a designated disabled toilet although a lift provides access to the upper floor.

All of the disabled toilets are fitted with a handrail and a pull emergency cord. There are also disabled access toilets within designated toilet blocks. These have handrails and wide doors. There are other lifts allowing access to various levels within the Main Hall and PE area. PE changing rooms were fully modernised during 2017 and these included the refurbishment of one girls and one boys disabled toilet/shower.

The Main Hall is on the ground floor and is accessible to all. The PE department is inaccessible to wheelchair users from the English corridor due to low level steps. A feasibility study was undertaken to determine if a ramp could be installed but there is insufficient space to provide one with an appropriate incline.

At Woodham Academy there is on-site car parking for staff and visitors which includes two dedicated disabled parking bays. Other disabled parking can be provided by arrangement. Tactile paving is found in the car park area and within the grounds system as an indicator of the end of footpaths and start of stairs. All entrances to the school are either flat or ramped although not all have wide doors fitted. The lobby entrance to the main reception requires entry via two doors which may provide some visitors with difficulty without help. The reception desk features a low level area, this being fully accessible to wheelchair users. The main building and reception area does not benefit from a hearing loop system.

In order to provide access for all needs the audit will be reviewed on an annual basis or revised if the need arises.

### 4. Action Plan

Aim 1: To increase the extent to which SEND pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>SHORT TERM</b>	To plan and support transition	Liaise with previous educational establishments (primary or secondary as appropriate) to identify pupils who may need additional to or different from provision	On going	SENCO Head of Learning SLT	Support plan produced and/or review of EHCP
	To establish close liaison with parents	To ensure parent and pupil voice is documented in collaboration between school and families through SEN support plan sharing, parents' evenings and through paper-based on online surveys	Annually	Head of School SENCO All staff	Clear collaborative working approach
	To establish close liaison with outside agencies for pupils with additional needs	To ensure collaboration between all key personnel. Sharing information about the child where necessary.	Ongoing	Head of School SENCO All staff Outside agencies	Clear collaborative working approach  Detailed support

					plans/EHCP document
	To ensure full access to the curriculum for all	Seek advice from specialist advisory teachers; CPD for children. staff and: <ul style="list-style-type: none"> <li>• A differentiated curriculum with alternatives offered if practicable.</li> <li>• A range of support staff including trained learning support</li> <li>• Use of ICT equipment</li> <li>• Access to additional practical aids</li> <li>• Access to alternative assessment arrangements</li> <li>• Access to school counselling if required</li> </ul>	Ongoing	Teachers SENCO Outside agencies	Lesson observation  Learning walks  Book scrutiny  Review meetings
MEDIUM TERM	To finely review attainment of all SEN pupils.	Collaborative post progress check meetings  Regular liaison with parents and pupils	Termly	Class teachers SENCO Heads of Learning Heads of Department	Progress made towards targets  Learning walks  Book scrutiny  Review meetings  Lesson observation
	To promote the involvement of SEND students in classroom discussions/activities when teaching	Give alternatives to enable SEND pupils to participate successfully in lessons creating positive images of disability within the school. Each student with needs linking to Speech, Language, communication and interaction needs to be allocated a key worker from the SEN department to facilitate this	Ongoing	SEN team Teaching staff	Through pupil parent and staff voice, ensure that the needs of all are represented within school.
LONG TERM	To deliver findings to the Governing Body	Present to Governors	As required  Termly meeting with SEND governor	SENCO SLT/SEN Governor	Governors fully informed about SEN provision and progress

Aim 2: To improve the physical environment of the school.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	Improve physical environment of school environment	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.	Ongoing	SMT	Enabling needs to be met where possible.
	Ensuring all with a disability are included	<ul style="list-style-type: none"> <li>• Create access plans and risk assessments for</li> </ul>	With immediate	All staff SENCO	Monitor if needs are being met

		individual pupils as required • Evaluation forms	effect to be constantly reviewed		where possible.
	To ensure that the medical needs of all pupils are met fully within the capability of the school.	Review of medical health plans so that they are in line with current government guidance.	With immediate effect to be constantly reviewed	Head Teacher SENCO Pastoral team	To ensure that the medical needs of all pupils are met fully within the capability of the school.
	Ensure parents are involved	Provide disabled parking spaces for disabled to drop off & collect children	Established	Whole school approach	Monitor and review

Aim 3: To improve the delivery of information to SEND pupils and parents.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	Ensure access to information by parents, staff and visitors	Communicate with parents in a format that is appropriate for them – in written format, face to face, over the phone, using social media  Termly communication with parents  Establish a parent forum	On going	SENCO SEN team SLT	Monitor and review if format is appropriate
	To enable improved access to written information for pupils	Providing in class support such as appropriate font size, overlays, IT support etc, including books in the school library  Use of reading pens when needed	Ongoing	Class teacher SENCO	Monitor and review if appropriate
MEDIUM TERM	To review children's records ensuring school's awareness of any disabilities	Ensure information is correct and up to date	Support plans updated three times a year	Class teachers SENCO Outside agencies Support staff	Each teacher/staff member aware of the needs of pupils