

Woolton Primary School Accessibility Plan 2023-24



Purpose of the Plan

The purpose of this plan is to show how Woolton Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff and visitors. It also details how we anticipate the need to make reasonable adjustments to accommodate the needs of all where practical.

This plan contains actions to:

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are equally prepared for life; 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 or auxiliary aids and equipment which may assist these pupils accessing the curriculum.
- Maintain and improve access to the physical environment.
- Improve the delivery of written information to pupils, staff parents/carers and visitors with disabilities; examples newsletters, timetables, textbooks and information about the school and school events.

Definition of Disability

A person has a disability 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 carry out normal day to day activities.

Legal Background

From September 2002, the Disability Discrimination Act 1995 outlawed discrimination by schools and LAs against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

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This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
- Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. eg. handouts, timetables, textbooks and information about school events. The information takes account of the pupils` disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

Woolton Primary School aims to treat all stakeholders; pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, in order to allow them to learn, achieve and participate fully in school life.

The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

Contextual Information

The majority of the school building and grounds are on different levels and this is always taken into account when planning activities events and class allocation.

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The Current Range of Disabilities within Woolton Primary School

The school has children with a range of disabilities and additional needs including physical disabilities, visual and hearing impairments, Autistic Spectrum Disorder, ADHD and a range of allergies, such as food allergies. We have children who have asthma and all staff are made aware of these children. Inhalers are kept in the classrooms and a record of use is noted.

When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents.

All medical information is collated and available to staff and maintained in the information files in the admin office. We have competent First Aiders who hold current First Aid certificates.

All medication is kept in a secure place in the school office which has easy access for First Aiders and staff members.

Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded.

Current good practice

Curriculum

All areas of the curriculum are fully accessible to all pupils. Teaching and support staff ensure reasonable adjustments are made to accommodate all children and when possible, recognise their particular learning styles.

Where this may present challenge, we will work with parents/carers and seek professional guidance from outside agencies to overcome barriers to learning.

Physical environment

Children with SEND participate in extracurricular activities. Some aspects of extracurricular activities present particular challenges eg lunch and break times for children with social/interaction difficulties, after school clubs for children with physical impairments, school trips for children with medical needs. At Woolton Primary we are proactive in ensuring that this does not prevent a child from access to these activities.

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Information

Different forms of communication are/will be made available to enable all disabled pupils to express their views and hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents/carers and staff.

Access Audit

WPS has two on-site parking areas for staff and visitors which include 3 disabled parking bays. Entrance into the main Reception area is flat and accessible to wheelchair users. From the main entrance, visitors have full access to the school halls to attend functions.

The main school building is a two storey building, and there are areas of the lower ground floor which are accessed by stairs. Disabled visitors requiring access to the lower ground level can use the wheelchair lifts –which are regularly maintained.

There is a disabled toilet/shower room available on Year 2 corridor and a disabled toilet in the main Reception/Foyer.

The school has internal emergency signage and exit routes are clearly marked.

The Head teacher and Assistant Head will consult with specialists when new situations regarding pupils with disabilities arise.



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Targets	Strategies	Outcome	Time	Monitoring
Equality & Inclusion				
To ensure equality of access for all.	Equal opportunity Review 2023-24	All WPS pupils will have equal access to the curriculum.	Academic year 2022-23	JNg EO'C SH Headteacher AHT & SEND Governor
To ensure smooth transition between year groups/schools/providers	Meet with other providers well before transfer/transition.	All necessary arrangements/equipment are in place before transfer.	On-going	JNg EO'C SH Headteacher AHT & SEND Governor
To ensure that all policies consider the implications of disability access.	Consider during annual review of policies.	Policies reflect current legislation.	On-going	JNg EO'C SH Headteacher AHT & SEND Governor
Physical Environment				
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds by Governors. Suggest actions and implement as budget allows.	Modifications will be made to the school building to improve access, if necessary & reasonable.	On-going	JNg EO'C SH Headteacher AHT & SEND Governor
To consider individual circumstances	HT and AHT will make alternative arrangements with individual families who are unable to access under current arrangements	Families will be able to safely drop off and collect from school	On Going	JNg/EO'C SH SEND governor
Curriculum				
To continue to train staff to enable them to meet the needs of children with SEND	Equal opportunity review 2023-24 Targeted staff CPD	Staff enable all children to access the curriculum.	On-going	JNg EO'C SH Headteacher AHT & SEND Governor

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Targets	Strategies	Outcome	Time	Monitoring
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children and provide equipment as needed. eg. special pencil grips, headphones, writing slopes etc.	Children will develop independent learning skills.	Discuss termly at pupil progress meetings	JNg EO'C SH Headteacher AHT & SEND Governor
To provide learning experiences and assessment methods which are appropriately differentiated/modified to allow all children to access the curriculum.	Differentiated/ modified experiences recording methods, assessments and homework to include dyslexia friendly Practice. Use of PIVATS to assess & monitor progress below NC age related expectations. Phase monitoring and reviews.	All children will access learning experiences and demonstrate their knowledge and application of new skills through appropriate Teaching/learning and assessment activities.	Continued monitoring, assess, plan do review	JNg EO'C SH Phase Leaders Headteacher AHT & SEND Governor
Written & Other Information				
To ensure that all parents and other members of the school community can access information.	Inform parents/carers that written information will be provided in alternative formats as necessary.	Written information will be provided in alternative formats as necessary.	As needed.	JNg EO'C SH Headteacher AHT & SEND Governor
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	Staff to hold parents' evenings by phone or send home written information.	Parents are informed of children's progress.	Termly.	JNg EO'C SH Headteacher AHT & SEND Governor
To ensure that pupils with SEND are supported with individual risk assessment during Covid 19 pandemic	Children's additional needs individually assessed and amended to reflect changes during the pandemic	Copies will be shared with parents/carers	As needed	JNg EO'C SEND governor

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JNg - Headteacher

EO'C – Elsa O'Connor Assistant Headteacher for Safeguarding and

InclusionSH - Stuart Hetherington SEN Governor Deputy Headteacher

Reviewed and Revised by Governors