

# The Woodland Federation

## Accessibility Plan

### Winkleigh Primary School &

### Kings Nympton Primary School

	Policy	Accessibility Plan	
	Ratifying body	FGB	
	Reviewed by	FGB	Dec 24'
	Approved by	FGB	Dec 24'
	Ratified by	FGB	
	Cycle	3 Years	
	Next review date	Dec 27'	

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

At The Woodland Federation, we take pride in developing outstanding teaching and learning by holding the highest expectations of all our pupils and knowing the children well.

We challenge all children to strive for academic, creative, sporting and personal accomplishment within a broad, vibrant and enriched curriculum.

Our children are given time to explore subjects and develop deep understanding. We celebrate perseverance, resilience and risk taking, ensuring children welcome challenge and are not frightened to make mistakes.

We encourage children to take ownership of and responsibility for their learning, so they have the confidence and curiosity to ask questions, solve problems and respond to quality feedback. Children are praised for hard work, determination and having a positive attitude.

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

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

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

Our federation'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 staff, pupils governors.

## 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 federation 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 resources include examples of people with disabilities.</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>	<p>Staff are proactive and reactive to specific children's needs. Adapting and changing as needed.</p> <p>Staff liaise with each other suggesting best practice of how to support children with additional needs.</p> <p>To continue training that is relevant and specific to the current needs of the cohort.</p>	<p>Staff have time to reflect and share good practice and successes within their teaching environment.</p> <p>Provide a safe environment for teachers and teaching assistants to seek advice and offer advice.</p> <p>Staff to audit their strengths and developments as part of professional development interviews.</p>	<p>SLT</p> <p>All staff</p> <p>Led by SLT all staff involvement.</p>	<p>On going</p> <p>On going</p> <p>Termly and ongoing</p>	<p>Pupils with a disability will make progress, in line with their capabilities, recognizing not all pupils with additional needs will have uneven development.</p> <p>Staff will share expertise and celebrate success of achievement by all pupils.</p> <p>Staff will identify areas needed to develop.</p>

<p>Improve and maintain access to the physical environment</p>	<p>The school environments are adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Most library shelves at wheelchair-accessible height</li> </ul>	<p>There are currently no long term objectives to improve the access and environment.</p>				
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our schools use a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> <li>• Technology- apps to support learning</li> </ul>	<p>To develop the use of ICT to support pupil with additional needs to achieve more in line with their peers.</p> <p>To ensure staff have a working knowledge of all the additional needs and how to support them within their classes</p>	<p>All staff to spend time to look for ITC to support needs of the children with additional needs within their class- this may be very specific to individual needs.</p>	<p>All staff</p>	<p>Ongoing</p>	<p>Staff to share with colleagues relevant apps and websites which support the children with specific needs, and pinpoint other staff in their direction.</p>

## **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 Woodland Federation, Chair of Governors and SEND Governor and Victoria Fenemore, Executive 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 – Winkleigh Primary School

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Winkleigh Primary is a one storey single level building. The pre-school is also a single level building on the school site.			
Corridor access	All rooms can be accessed from the main corridor. There are no internal steps into classrooms.	Some doors are heavier than others, if needed doors can be removed or changed if a child with specific needs, in a wheel chair or poor strength were to attend the school.	Admin team	
Parking bays	There is one disabled parking bay. However, no parking is allowed in the driveway to school, as it is used for buses. When we have disabled visitors they can park outside the hall as the access is very close and level.			
Entrances	The school's entrance has steps and a ramp. Access to school is obtained by a buzzer.	If the admin staff see a person who needs additional support accessing the school they will go and hold the door.		
Ramps	One ramp that leads to the main entrance.			

	<p>A ramp of grass joins the upper play ground to the lower play ground and field.</p> <p>There is no ramp access to the bandstand in KS1 outdoor area.</p>			
Toilets	There is a disabled toilet with changing and shower facility.			
Reception area	There is a large reception area once admitted to school.			
Emergency escape routes	All emergency escape routes are signed			



## Appendix 1: Accessibility audit – Kings Nympton Primary School

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Kings Nympton Primary School comprises a main single storey block with a separate single storey classroom. There are no internal steps or stairs in the school and no steps up to either of the front entrances of the main block or the entrance to the separate classroom. There is a single step up to each of the three back doors of the main block.			
Corridor access	All rooms can be accessed from the main corridor. There are no internal steps into classrooms.	Some doors are heavier than others, if needed doors can be removed or changed if a child with specific needs, in a wheel chair or poor strength were to attend the school.		
Parking bays	There are two parking bays.			
Entrances	The school's entrance is flat. Access to school is obtained by a buzzer. If the admin staff see a person who needs additional support accessing the school they will go and hold the door.			

Ramps	There are a number of steps between the two tarmac playground areas, with an alternative sloping route via the road to the front of the school. The playing field can be accessed by steps or a grass slope.			
Toilets	There is a disabled toilet.			
Reception area	There is a large reception area once admitted to school.			
Emergency escape routes	All emergency escape routes are signed			
The Cabin	Some teaching takes place in The Cabin which is a separate building off the Preschool outside area. Access is via a ramp.			