



Woodside Green, **A SHARE**  
**Primary Academy**

**Accessibility Plan**

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

We plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school.

The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). 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 **aids and equipment**, which may assist these pupils in accessing the curriculum.
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New plans will be drawn up every three years.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Equal Opportunities and Diversity
- Staff Development
- Health & Safety (including off-site safety)
- Inclusion
- Special Needs
- Behaviour Management
- School Improvement Plan
- Asset Management Plan
- Teaching and Learning File

The Action Plan for physical accessibility relates to the Access Audit of the School. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".

The School's complaints procedure covers the Accessibility Plan.

Information about our Accessibility Plan will be published in the Governors' Annual Report to Parents (statutory).

The Plan will be monitored through the Curriculum and the Governors.

The school will work in partnership with SHARE MAT in developing and implementing this plan.

The Plan will be monitored termly.

**Accessibility Plan**  
**Improving the Physical Access at Woodside Green, A SHARE**  
**Primary Academy**

<b>Access to the physical environment</b>				
<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame</b>
Access to main building – upper floor	Consider appropriate alternative routes into school to avoid stairs (may mean making use of outside routes).	Headteacher/ Business Manager	Medium	Ongoing
Ensure, when off site, risk assessments and access arrangements are in place for identified children.	Planning by SLT with advice from SENDCo Class teacher creates access arrangement, plans and risk assesses, checked by SLT	SLT	Short term- ongoing	As and when trips occur
PEEPs are in place	PEEPs to be put in place as children start school or new needs identified – physical, visual and hearing impairment	Class teacher and Business manager/ Headteacher	Short term as no pupils in need of one long term at present	As needed
Corridor/classroom spaces	Reasonable adjustments made – spaces clear and accessible.	Class teachers /SLT H&S Audit	Short	Regular audits
Access to activity clubs	Adaptations and access arrangements to be in place as per any plans.	SENDco/AHT	Short	As needed

<b>Access to the curriculum</b>				
<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame</b>
Ensure written information is on non-white paper for children identified as needing this.	Paper purchased – specific colour or buff – TA from SEND team trained on Irlens Syndrome screening	SENDco/ Class teacher/school/ office	Short	Ongoing
Ensure ANPs and MSP's are followed	Coloured overlays, reading rulers, minimal copying, word banks, regular brain breaks, signs and symbols in use, visual timetables, writing slopes, ear defenders, seat cushions etc	Class teacher/SENDco	Short	As identified
Quality First Teaching differentiation	SLT to monitor quality of differentiation and provision for SEND pupils.	SLT/SENCo	Short	See monitoring and evaluation schedule
Interventions	AHTs and SENDco to monitor effectiveness and impact of interventions.	SENCo	Short	Termly
All out-of-school activities are planned to ensure the participation of the whole range of pupils.	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	SLT	Short	Ongoing
Classrooms are optimally organised to promote the participation and independence of all pupils.	Termly classroom risk assessment to be carried out. Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases. Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils.	Class teacher	Short	Ongoing

<b>Access to information advice and guidance</b>				
<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame</b>
Access to specialist provision and other external agency advice.	Make contact with relevant professionals and implement information and advice given.	SENDco with SLT & class teacher	Short to implement	As needed
Staff training - Raise the awareness of adults working for the school on the importance of good communication systems.	Deliver specialised training as required - Physical, Dyslexia, Dyspraxia, ASC, VI/HI	SENDco - Specialist provision/ external agency	Short	As identified
Access to written information and meetings - EAL	Translation tools in Dojo/website and interpreter support where necessary.	SLT	Short	As needed
Make available school leaflets, school newsletters and other information for parents in alternative formats.	Review all current school publications and promote the availability in different formats for those that require it.	Headteacher/ Admin team	Short	As required
Review documentation with a view to ensuring accessibility for pupils with visual impairment.	Get advice on alternative formats and use of IT software to produce customised materials.	SENDco, SLT	Short	As required