



Woolgrove School

Accessibility Plan

'Equal opportunities lie at the heart of all that we do at Woolgrove School. We are committed to ensuring that every member of the school community, whatever their position, race, gender, disability or religion is given the same chance as any other to access the services and support of the school.'

February 2017
Review Date: January 2020

Schools need to carry out accessibility planning for all pupils with a disability. These are the same duties as previously existed under the Disability Discrimination Act (DDA) and which have been replicated in the Equality Act 2010:

- To promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- To prepare and publish a Disability Equality Scheme to show how they will meet these duties.

Definition of Disability

You are defined as disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long term' negative effect on your ability to carry out normal daily activities.

At Woolgrove School we are committed to providing a fully accessible environment which values and includes pupils, staff, parents, carers 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 a developing a culture of awareness, tolerance and inclusion.

Woolgrove School plans, over time, to increase the accessibility of provision for all our pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- increase the extent to which pupils with disabilities can participate in the **curriculum**. This covers teaching and learning and the wider curriculum of the school such as participation in clubs, sporting and cultural activities or school trips.
- improve our **physical environment** to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided. This includes improvements and adaptations to the physical environment of the school and physical aids to access education. For example, improved access, lighting, acoustic treatment and colour schemes.
- improve the availability of accessible **information** for disabled pupils, staff, parents, carers and visitors. This includes the use of Widgeit symbols, enlarged texts and a facility on our school website to enable it to be accessible in a variety of languages. We make ourselves aware of local services, including those provided through the Local Authority, for providing information in alternative formats when required or requested.



Woolgrove School

Accessibility Plan - February 2017 onwards

Our Aims:

- to increase the extent to which pupils with disabilities can participate in the school curriculum
- to improve the physical environment of the school in order to increase the extent to which pupils with disabilities are able to take advantage of education and associated services provided by the school and which allow staff, parents, carers and visitors better access
- to improve the delivery of written information to pupils, staff, parents, carers and visitors with disabilities

	<u>Targets</u>	<u>Strategies</u>	<u>Timescales</u>	<u>Who?</u>	<u>Success criteria</u>
Curriculum	To meet the individual needs of all pupils by providing specialised equipment as required and identified in EHCPs	Liaise with appropriate agencies, e.g. advisory team, OT, SALTs, etc.	As soon as possible after notification has been received	Head Teacher Head of Department Class Teachers	Appropriate equipment and resources are readily available to enable all pupils to access the curriculum.
Curriculum	To ensure that venues for school trips are appropriate (safety, access, toileting, transport, sensory needs).	Pre-visit and risk assessments carried out.	Prior to each trip/visit.	Off Site Visits' Coordinator Head of Department Class Teachers	Equal opportunities for all pupils to participate in off-site activities/trips.

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<i>Physical</i>	To replace the perimeter fencing around the school and wildlife area	Liaise with Wilby and Burnett for guidance and advice re design and tenders. Successful CIF bid to DfE for Funding.	By September 2017	Governors Head Teacher	School site and grounds safer and more secure. As a result, increased use of the wildlife area by all pupils.
<i>Physical</i>	To improve and update the pupils' toilets and changing facilities	Liaise with Wilby and Burnett for guidance and advice re design and tenders. Successful CIF bid to DfE for Funding.	By September 2017	Governors Head Teacher	Appropriate new toilets and changing facilities in place to meet the needs of our pupils.
<i>Communication</i>	To ensure that key information is available on the new school website	Launch new school website. Ensure that it is updated regularly and that parents/carers are signposted to it.	Website to go live February 2017. Updated as appropriate.	Head Teacher/SLT Office Staff IT Technician Governors	New website is used by parents/carers and visitors and updated regularly.

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<i>Communication</i>	To improve home/school communication through the use of Parent Mail	Relaunch Parent Mail and use for information sharing, school payments, etc.	By July 2017	Head Teacher SLT Office staff	Parents/carers are more informed and access wider range of information electronically.
<i>Communication</i>	To improve positive communication between home/school through the use of the 'Marvellous Me' app	Monitor number of parents/carers signed up and receiving messages per class and number of messages being sent out by class teachers. Provide training to new teachers to ensure maximum usage. Target and encourage parents/carers who are not signed up.	By July 2017	Head Teacher Head of Infants	Increased use of 'Marvellous Me' by staff and parents. Parents/carers are more informed about their child's achievements at school