



**Wood Ley Community  
Primary School**

# Accessibility Plan

**Approved by:**

**Mrs S Renwick**

**Date:**

**Last reviewed on:**

**06/01/2024**

**Next review due**

**by: January 2026**

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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 school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. ( See Education Inclusion Policy)

***Our aim is to create an environment where each child is motivated to learn and develop as a person and one where standards are high. The school community involves all staff, governors, children and parent/guardians working together for the good of individuals and the whole school.***

The Inclusion Policy should be read in conjunction with the following school policies: Teaching and Learning, Gifted and Talented Children; Special Educational Needs.

At Wood Ley school we value the individuality of all of our pupils and to respond to the diverse needs of our school community. We are committed to giving all our pupils every opportunity to achieve the highest standards and to gain maximum advantage from the opportunities which the education at our school offers. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all pupils. The achievements, attitudes and well-being of everyone at Wood Ley School are of concern to all the stakeholders. It is the aim of this policy to ensure that Wood Ley School promotes the individuality of all our pupils and staff, irrespective of ethnicity, attainment, age, disability, gender or background.

Wood Ley School aims to be inclusive. We actively seek to remove the barriers for learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for all who attend Wood Ley School. We aim to achieve inclusion by providing differentiated planning which takes into account the needs of all pupils but in particular the issues that may relate to:-

- gender
- minority ethnic and faith groups
- children who need support to learn English as an additional language
- children with special educational needs including disabilities
- children with long term medical needs

- children who are poor attendees
- gifted and talented children
- children who are at risk of disaffection or exclusion
- children from traveler, asylum seeker or refugee families
- children who are young carers
- looked after pupils
- children from families under stress

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

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

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

Our school'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 *school governors, parents and staff*.

## 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.

Target	Tasks	Timescale	Resources	Responsibility	Outcome/Review Evaluation
<b>Access to Premises/Physical Environment</b>					
Door thresholds from classrooms to outside are raised.	Bridges to be sources to support wheelchairs access when necessary	When necessary		SENCO	Review annually
<b>Access to Curriculum (Learning and Social)</b>					
Work collaboratively with local authority Occupational therapist / Physio therapist . County Inclusive Service contacted when needed.	Review needs in school as part of annual review or arrival of children /staff with additional needs	Annual Review		SENCO	
<b>Access to Information</b>					
School local offer on the web site is in editable form to enable adjustments. Large computer screen / keyboard and mouse in computer room and spare in school to be located where needed Chair wedges available Coloured overlays SENCO co-ordinates Educational Healthcare Plans All classrooms dyslexia friendly resource pack		September 2023 PD Day		HT / SENCO	

## **4. Monitoring arrangements**

This document will be reviewed every **2** years, but may be reviewed and updated more frequently if necessary.

It will be approved by Health and Safety and Premises Committee.

## **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:**

- Basic Access Audit for Schools
- Site Maps

## Appendix 1: Accessibility audit

*The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.*

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				

Internal signage				
Emergency escape routes				