



ACCESSIBILITY PLAN

September 2021

ACCESSIBILITY PLAN

School Accessibility Plan

Introduction

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.

Definition of Disability

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.

Key Objective

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.

Principles

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.

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.

The Academy recognises and values parent's knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respect the parent's and child's right to confidentiality.

Education and Related Activities

The Academy will continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

Improving Access to the curriculum:

The Academy provides all pupils with a broad, balanced and inclusive curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles through:

- Setting suitable learning challenges
- Setting of appropriate and effective targets.
- overcoming potential barriers to learning and assessment for individuals and groups of pupils
- use of resources tailored to the needs of pupils who require support

Improving access to the physical environment:

The Academy has made and will continue to make adjustments to the physical environment in order to improve ease of access for pupils with specific needs.

- Ramps
- Elevators
- Disabled toilets and changing facilities

Improving access to information

The Academy will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

Information can be provided in:

- Large print
- On coloured paper or use of overlays
- Visual timetables in classrooms

Linked Policies

This plan will contribute to the review and revision of related school policies, eg

- School Development Plan
- SEN Policy
- Equal Opportunities Policy
- Curriculum Policies

The plan is also available by e-mail, or in an enlarged print version on request to the Headteacher.

Policy: Reviewed January 2021

Next Review January 2022

Head Teacher:

A handwritten signature in black ink that reads "A. Viney". The signature is written in a cursive style with a long, sweeping underline.

The Academy of Woodlands Chair of Gov's:

A handwritten signature in black ink, consisting of several stylized, overlapping loops and strokes. Below the signature is a horizontal line of small, evenly spaced dots.