



WOODFIELD
ACADEMY



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ACCESSIBILITY PLAN

Ratified on 13th July 2021

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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

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

Woodfield Academy is committed to providing an appropriate and high quality education to all of our pupils whilst meeting their individual needs. We believe that all children, including those identified as having special educational needs, English as an additional language, and children from minority ethnic groups, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

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 pupils, parents, staff and governors of the school.

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.

This policy complies with our funding agreement and articles of association.

		<p>The curriculum is reviewed by the class teacher at least ½ termly to ensure that it meets the current needs of each class. An annual review of each subject within the curriculum will take place to ensure that the curriculum continues to meet the needs of the current school intake.</p> <p>Pupils with EHCP’s will have at least termly reviews and an annual review to ensure provision continues to be appropriate.</p> <p><u>Actions</u></p> <ul style="list-style-type: none"> • <i>Ensure PE, Swimming and Sports Day are accessible to all</i> • <i>All school trips and visits need to be accessible to all pupils.</i> • <i>Ensure that relevant staff receive training on the use of any specialist equipment used by individual pupils.</i> • <i>Ensure staff have training on specific needs and disability issues.</i> 	<p>Inclusion Lead Class/ Subject Teacher</p> <p>SENDCo</p> <p>Subject Lead</p> <p>SENDCo Inclusion Lead Class /Subject Teacher SLT</p>	<p>Review the PE curriculum to include disability sports.</p> <p>Ensure that venues and means of transport are check for suitability.</p> <p>Staff audits Skill audits To identify training needs at meetings.</p>	<p>Evidence of Staff CPD</p> <p>Risk assessments for visits and sports</p>	
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		<p>Pen Portraits during next review cycle.</p> <ul style="list-style-type: none"> - Ensure staff are aware of the need to keep fire exits clear 				
<p>Improve the delivery of information to pupils with a disability</p>	<p>C, E & I</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • CIP • Email • Telephone/mobile • Written letters and newsletters • Website 	<p>Headteacher Inclusion Lead Class/Subject teachers</p>	<p>In classrooms</p> <ul style="list-style-type: none"> - Visual timetable - Visual support - Concrete materials and resources - Large print resources 	<p>Strategies used in the classroom</p> <p>Improved accessibility for all throughout the school environment.</p>	<p>Ongoing</p>
<p>Access Audit</p>	<p>A-I</p>	<p>Actions</p> <p>Complete all sections of audit checklist and update plan appropriately.</p>	<p>Site Manager Headteacher SENDCO Inclusion Lead</p>			

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 Head teacher and governing body.

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
- Assessment Policy

