



Woodland View Junior School

**Accessibility Plan
2021-2024**

Contents:

[Aims of the Accessibility Plan](#)

1. [The accessibility audit](#)
2. [Planning duty 1: Curriculum](#)
3. [Planning duty 2: Physical environment](#)
4. [Planning duty 3: Information](#)

Signed by:

_____	Headteacher	Date:	_____
_____	Chair of governors	Date:	_____

Aims of the Accessibility Plan

This plan outlines how Woodland View Junior School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

The accessibility audit

- 1.1. The governing board will undertake an Accessibility Audit at least every three years.
- 1.2. The audit will cover the following three areas:
 - **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
 - **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
 - **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.
- 1.3. When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:
 - **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
 - **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
 - **Visual disabilities** – this includes those with visual impairments and sensitivities
 - **Auditory disabilities** – this includes those with hearing impairments and sensitivities
 - **Comprehension** – this includes hidden disabilities, such as autism and dyslexia
- 1.4. The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.
- 1.5. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.
- 1.6. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	Monitoring of access to school events, trips, visits and clubs is inconsistent	System to be set up to capture access for monitoring	Office team	2021-22	Complete – ‘monitoring of clubs/visits’ file in place and regularly updated	Maintain and analyse
	Access to performing arts is reduced due to limited class space and inefficient use of other rooms	Disused ICT room to be repurposed as performing arts space	HP to lead	2021-22	Complete – room now in regular use as music and drama studio	Maintain
	Availability of reading resources to enable access for visually impaired is limited	Selection of large print or braille texts to be purchased	AC to source	2021-22	Complete – a small selection of texts purchased.	This should be reviewed in view of pupil needs
Medium term	No staff member has high knowledge related to gender identity	Gender identity training	MHC: JK	by 2022-3	Complete EDUK gender identity in school Nov 22	Consider succession plan

Long term	Number of dyslexic children in school has risen	Research Dyslexia Friendly Schools, plan and implement	HP to lead	Awarded by 2023-24	Research undertaken, plan to implement from Sept 23 Dyslexia Friendly Award Year 1 achieved July 24. Level 3 Dyslexia Awareness training complete	Dissemination to all staff
Considerations of potential future needs	Forest School could be inaccessible to a child with mobility issues	Accessible pathways would be required				No current need but continue to consider

Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	No contrast exists on steps/slopes to support the visually impaired and disabled parking markings are low quality	Contrast colours added to hand rails, steps. Car park space remarked	MC	2021-22	Complete. Carpark lines deferred to fall in line with car park extension in 22-23	Monitor condition

	Persons with visual or sensory needs cannot easily navigate the premises	Tactile signage inc directional signage to be added	DB to source	2021-22	Deferred to Aut 23	Roll forward and prioritise
Medium term	Access is hazardous to persons with mobility issues	Entrance path to be levelled and curb dropped, ramps added to fire exits	DB to seek quotes	By 2022-23	Entrance path and curb complete. Fire exit ramps deferred re finances	Consider mobile solutions for ramps – roll forward
Long term	One toilet block is inaccessible to any child with any mobility issue	Toilet block in original build to be refurbished	DB to seek quotes	By 2023-24	Refurbishment complete.	Maintain

Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Pupils and parents do not currently co-produce the accessibility plan	Pupil and parent voice to be collected annually	HJ to request	2021-22	Complete	Maintain

	No member of staff currently has sufficient knowledge to safely evacuate a person with disabilities	Evacuation training to be undertaken by 1x staff member	DB to book, HoS to attend	2021-22	Discussion with H&S team: unnecessary as no stairs on site	Ensure RA covers this in depth
	Persons with hearing impairments cannot easily access general information	Induction loop to be reinstated	CM to investigate	2021-22	One part missing, need for complete new system – deferred to Aut 23	Roll forward to future year
Medium term	Current website does not have functions to enhance accessibility	Multi-language and narrate functions to be added	DB to work with web designer	by 2022-3	Complete for multi-language, narrate function not possible at this time	Request again when function available
Long term	Persons with hearing impairments cannot easily access emergency information	Possibility of visual fire alarm to be investigated	DB to seek quotes	by 2023-4	Fire system investigated: complete refresh required but at prohibitive cost.	Add fire system to long term premises plan.