

Woodside School



Accessibility Plan

Committee responsible for review	Resources
Agreed date	Summer 2018
Review date	Summer 2020

The Governors of Belmont Woodside Federation are aware of their moral and legal duty under the Disability Discrimination Act to improve access to education and educational achievement for children with disabilities. The school has considered access to the curriculum, improvements to the physical environment and improvements to communication. The school has developed an action plan to address these three areas; curriculum, physical environment and communication. The school is mindful of its role both as an employer and as part of the wider community and so will aim to improve accessibility not only for pupils but also for staff and visitors with disabilities. This plan will be reviewed bi-annually.

The Accessibility Plan has been drawn up in consultation with Local Authority, pupils, parents, staff and Governors of the school and covers the period from
April 2018 – April 2020

1. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a cultural awareness, tolerance and inclusion.
2. Woodside School plans, over time to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
 - Improve access to the **physical environment** of the school.
 - **Improve access to the curriculum** for pupils with disability, expanding the curriculum as necessary to ensure that students with disability are as equally prepared for life as are the able-bodied students. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these students in accessing the curriculum.
 - Improve the delivery of **communication** to pupils, parents and visitors with disabilities. Examples may include handouts, timetables, textbooks and information about the school and school events. This information should be made available in various preferred formats within a reasonable timeframe.
3. Attached are action plans relating to these key aspects of accessibility. These plans will be reviewed bi-annually and adjusted accordingly. Plans will be drawn up every two years.
4. We acknowledge that there is a need for ongoing awareness-raising and training for staff and Governors in the matter of disability discrimination and the need to inform attitudes on this matter.

5. The Accessibility Plan should be read in conjunction with the following policies and strategic documents:
 - SEN Policy
 - Equalities Duty
 - School Improvement Plan
6. The Plan will be monitored through the Resources Committee.
7. The school will work in partnership with the Local Authority in developing and implementing this plan and will adopt in principle the Bexley Education Accessibility Strategy.
8. The plan will be monitored by Ofsted as part of their inspection cycle.

Woodside School Accessibility Plan 2018 – 2020

Improving the physical environment			
Priority	Activity	Timescale	Lead Personnel
Light switches, power outlets and emergency alarm buttons	To be moved to wheelchair height	By 2018	OFD
Revise lettings policy	Advise those hiring the site of accessibility	ongoing	OFD
Improve signage to include CIP around the school	Include appropriate CIP signs in all areas to ensure accessibility	Review summer '18 Monitor termly	SENCO
Appropriate facilities	Refurbish intimate care space	In place but continually monitored	OFD

Improving access to the curriculum			
Priority	Activity	Timescale	Lead Personnel
Training for teachers on differentiating the curriculum	Review of provision Planned CPD		
Plan all out-of-school activities to ensure participation of full	Review activities to ensure compliance with legislation	Ongoing	EVO

range of students			
Classroom organisation allows all learners to be independent and to fully participate	Review and implement a preferred layout after consultation with external agencies	Review July 2020 Ongoing	Teaching and Learning leader
Disability Awareness training	Provide training for staff, governors, students and parents	Annually	CPD leader
Promote positive images of disabled adults and children	Improve signage in school and include images in assembly and lessons	Ongoing	Teachers
Audit ICT hardware & software	Audit and keep abreast of updates	Ongoing	ICT Technician

Improving the delivery of information			
Priority	Activity	Timescale	Lead Personnel
Training on Sign-Along for staff and students	CPD for all staff Staff to introduce sessions into weekly planning	Termly	SENCO All teachers
Availability of written materials in alternative formats	Make use of services to convert written information into alternative formats	Ongoing	Office and Communications Manager
Make school publications available in alternative formats	Review all publications and promote availability in different formats for those that require it	Ongoing	Office and Communications Manager
Ensure website is accessible to different groups	Update school website and ensure fonts, menus and links are easily accessible Stakeholders to provide feedback and inform process	Review annually	OFD
Review documentation with a view of ensuring accessibility for	Audit with VI teacher and Inclusion team at Belmont	Ongoing	SENCO

students with visual impairment	Customise materials using appropriate software		
Training for adults on using good communication systems	Training provided	Termly	SENCO

Authorised by Chair of Governors:

Name:

Signature:

Date: