

WOOLACOMBE SCHOOL

Accessibility Plan – 2020-2021

The purpose of this plan is to show how Woolacombe School’s educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

Definition of disability

A person has a disability 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 carry out normal day-to-day activities.

Key Aims

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting’s environment, curriculum and information and full participation in the school community.
- To improve the physical environment of the school to increase the extent to which pupils, staff and other members of the School Community with a disability, medical condition or other access needs can access education and associated services.
- Improve the delivery of information to pupils, staff, parents/carers and other members of the school community.

Principles

- Compliance with the Equality Act is consistent with our setting’s aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled pupils less favourably
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010
 - Our setting
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability
 - recognises the effect their disability has on his/her ability to carry out activities,
 - respects the parents' and child's right to confidentiality

Teaching and Learning

Through planning for the individual need, Woolacombe School's aim is to provide an inclusive approach as practically as possible. We aim to give access to the curriculum for pupils with a disability, adapting the curriculum as necessary. This will include teaching and learning and the wider curriculum of the school such as participation of after-school clubs and school visits. Where and if needed, adapt the delivery of written information to pupils, staff, parents and visitors with disabilities, including adaptations to hand-outs, timetables, textbooks and information about the school and its events.

Physical Environment

- Some aspects of extracurricular activities present particular challenges, for example lunch times for pupils with disability impairments and physical impairments for afterschool clubs and school trips. However, all reasonable adjustments are made to support as full an involvement as possible.

Financial Planning and control

The Board of Directors of Alumnis Multi Academy Trust, the Chief Executive Officer and the Chief Financial Officer, with advice from the Head Teacher, will review the financial implications of the accessibility plan as part of the normal budget review process.

Plan management, co-ordination and implementation and review

- The school will advise the Board of Directors and CEO when new situations regarding pupils with disabilities arise.
- The school will consult with professionals and services to assess the needs of the child and any reasonable changes required to be made and inform the Board of Directors.
- The Board of Directors through the CEO will inform the Head Teacher of financial actions to be taken.
- The Executive Head Teacher and Assistant Head Teacher will work closely with the Local Authority to implement actions identified as teaching and learning needs within curriculum provision and within the financial plan.
- The school will work closely with parents to consider their children's needs in all plans made to educate their child

Current good practice

We gather information about any disability or health condition in early communication with parents and carers of children who are new to the school. For parents and carers already based at Woolacombe School, we ask to be kept informed of any changes to the information they have already provided.

Access Audit

- The main top and bottom gates of the school are accessible but the side gate from the Village Hall has a flight of stairs.
- The school site is on a slope with pathways levelling off to the Reception and Key Stage 1 classrooms.
- The Main entrance of the school has a step up into the main reception/office area. All of the main KS2 building school has wide doors fitted along the corridor and out onto the veranda outside.
- From the end of the KS2 corridor in the music area there is a steep step and pillars with narrow access out onto the playground or in the internal canteen doors.
- All KS2 classrooms have wide double doors onto a veranda and there is an accessible ramp down from the veranda .
- Reception, Year 1, Year 3, 4, 5 and 6 are all accessible classrooms. Our Year 2 classroom has a steep flight of steps down and also from the fire exit. The Year 2 classroom is not accessible without structural changes.
- Our nursery building has 4 steps up to the gate from the school playground. The nursery itself is accessible throughout. Access to the nursery is not accessible without structural changes to the entrance/pathway to the building from the Village Hall car park and the main school playground.
- We have 2 accessible toilets, one outside Year 3 classroom and 1 in the main school building being fully accessible to wheelchair users.
- The canteen is accessible from the outside with a ramp and sloped played ground up into the canteen.
- The MUGA is accessible across the adventure trail and via a ramp on the outside of the school grounds.

Accessibility Action Plan – School Curriculum

Compliance with the Equality Act					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
To Identify pupils who may need adapted or additional provision	To liaise with Nursery settings to prepare for the new intake of children into Reception each year	H/T EYFS leaders and teachers	Short term	July-Sept annually	Provision set in place ready for when the child/ren start school
To identify pupils who may need adapted or additional provision	Liaise with educational establishments to prepare for the intake of new children who transfer within year	H/T Senco	As required	Ongoing	Provision to be set in place ready for when child/ren begin school.
To ensure information sharing between school and families	To establish and maintain close liaison with parents	H/T Teaching staff	Ongoing	Ongoing	Staff meetings, provision reviews and action planning.
To establish and maintain close liaison with outside agencies for pupil with additional needs	To ensure collaboration between all key personnel, agencies and services	H/T /Senco, all teaching staff and outside professionals	Ongoing	Ongoing	Clear collaborative working approach through regular meetings, RA's, reviews and action planning.

To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum.	Create Personalised RA's and access plans for individual children. Identifying training needs and implementing training where needed. Ensure that actions including emergency evacuation procedures, are clear and that staff are aware.	H/T SLT, Senco, all teaching staff.	On entry	Ongoing	
To enable improved access to written information for pupils, parents and visitors	Access arrangements are considered and put into place for statutory testing. To consider accessibility of school communications.	H/T SLT, Senco, all teaching staff	As required	Ongoing	Evidence that appropriate consideration and reasonable adjustments have been made.

Accessibility Action Plan – Physical Environment

Access to the physical environment - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes

Improve the physical school environment	Woolacombe School will take into account the needs of pupils with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, accessible facilities and fittings.	MAT CEO, H/T, site manager	Medium	Ongoing	Evidence that appropriate considerations have been made wherever physical school improvements are carried out.
Ensure that reasonable adjustments are made for pupils with a disability medical condition or other access needs.	Create personalised RA's and access plan for individual pupils. Identifying training needs and implement training where necessary.	MAT CEO, H/T, site manager	Medium	Ongoing	As full as possible inclusion for all pupils. Safe evacuation in an emergency.
To improve access to the school building, especially the Year 2/3 classroom and toilet facilities.	The H/T recommends a MAT feasibility study to produce a plan to improve the buildings accessibility over time.	MAT CEO, H/T, site manager	Short / medium	As identified by need	

Compliance with the Equality Act		
Identified area of school	Action to ensure Outcome	Notes

Steps down to the Year 2 classroom and fire exit	Advice from County was that this would involve huge structural changes to a deteriorating 'Devon Lady' temporary class room structure and would need class rebuild to ensure accessibility.	These buildings are in poor condition due to being temporary buildings but they are over 40 years old and the construction materials used have deteriorated over time.
Step into the main Reception/Office area	Access to the main school to be ramped	
Entrance to the Nursery and Teaching School room	Ramped access into Nursery/Teaching school from car park and or main school playground	
Step into the music area and side exit onto playground and internal door into the canteen. Support pillars floor to ceiling block easy access.	Ramp or level	This whole area needs some remodelling due to the deterioration of the construction of these buildings and how they are connected. Kitchen, canteen, staff room, music area.

Ensuring inclusion in the school community					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Improved access to written information for pupils, parents and visitors	Create and offer information in alternative formats. Access arrangements are considered and put into place for statutory testing.	H/T, admin team and Senco	Short	Ongoing	

<p>To ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so as they can fully support their child's education</p>	<p>A proactive approach needed to identify the access requirements of parents and make reasonable adjustments where possible.</p>	<p>MAT CEO, H/T, site manager</p>	<p>Medium</p>	<p>Ongoing</p>	
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