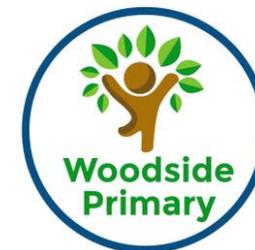


Woodside Primary School
Accessibility Plan



Produced – January 2022

To be reviewed – January 2023

Definition of Disability:

Disability is defined by the Disability Discrimination Act 1995 (DDA): ‘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’.

Area 1: Accessing the Curriculum					
Timescale	Targets	Strategies	Outcomes	People involved	Actions and reviews
Short-term Completion – July 2022	To ensure that children with a disability transition effectively.	Meet with all feeder Secondary schools and Nurseries and discuss children who are transitioning with their transition lead and the Year R/6 class teachers. Class teachers will meet with previous class teachers and discuss	All children with a disability will have access to an appropriate, bespoke transition program to enable them to access the curriculum in their next year group.	R Collings – Headteacher C Percival – SENDCO J Nelson – Year 6 class teacher	
Medium-term Completion - December 2022	To improve speech and language across the school.	Use Speech and language assistant to assess children’s current speech and language needs and provide appropriate care plans to follow.	For speech and language to be age appropriate for ... % of pupils to enable to access their year group’s curriculum objectives.	All staff	
Long-term Completion – August 2023	To help pupils to overcome anxiety and poor mental health as a barrier to accessing the curriculum. (Covid-19 related)	Pastoral support, timetable adaptations ELSA sessions Daily mindfulness opportunities Staff will be given a range of strategies to use within their classrooms to support their cohort’s mental health. Rising stars wellbeing assessments	Staff will be given a range of strategies to use within their classrooms to support their cohort’s mental health.	All staff	

Area 2: Physical Environment					
Timescale	Targets	Strategies	Outcomes	People involved	Actions and reviews
Short-term Completion – January 2022	To ensure that all learning environments are safe and accessible for the upcoming cohort.	Ensure there are individual support plans for all pupils with a disability. Seek external advice where necessary	All pupils with a disability can access their new learning environment	R Collings – Headteacher C Percival – SENDCO	
Medium-term Completion – May 2022	To provide pupils with a safe space for times of high anxiety.	ELSA Interventions Nurture room ‘chill out’ space	All pupils understand that they can use the sensory room appropriately during times of high anxiety to balance their emotions so that they can return to class.	All staff	
Long-term Completion – August 2023	The school is aware of the access needs of pupils, staff, governors, parent/carers and visitors with disabilities	To create access plans for individual disabled pupils as part of the Support Plan process (when required). Consider access needs during recruitment process. All staff are aware of staff, governor and parent access needs and meet as appropriate.	Support Plans in place for pupils with disabilities and all staff are aware of pupil’s needs. All staff and governors feel confident that their needs are met. Parent/carers have full access to school activities. Access issues do not influence recruitment and retention.	R Collings – Headteacher C Percival – SENDCO	

Area 3: Access to information					
Timescale	Targets	Strategies	Outcomes	People involved	Actions and reviews
Short-term Completion – March 2022	To ensure website is fully compliant with 2010 Equality Act. Photo explanations of text. Appropriate use of colour, video and audio.	Gain feedback about the website from external agencies. Work with the website designer to make necessary changes.	Website is fully accessible and compliant.	M De Prez – Admin R Collings – Headteacher C Percival – SENDCO	
Medium-term Completion – May 2022	To improve the non-fixed signage around the school with particular regard to a visual/pictorial format for the benefit of those with communication difficulties/EAL	Review all current non-fixed signage and evaluate its accessibility. Renew signage which is not easily interpreted.	Any person who enters the school with communication difficulties or EAL will find information easier to access.	R Collings – Headteacher C Percival – SENDCO S Hewitt – Maintenance Officer	
Long-term Completion – August 2022	To promote continuity across key stages by following a whole school approach to displays.	All displays have clear themes throughout the schools. Displays are visible throughout the school.	Children will be able to see clear links between current and future learning environments	All staff	