



ALLESTREE WOODLANDS SCHOOL

Accessibility Plan

DATE OF POLICY ADOPTION BY GOVERNORS:	Pending approval
AUTHOR/S OF POLICY:	Tim Barker
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DATE OF NEXT REVIEW:	September 2025

Enabling aspiration and achievement for all through delivery of a knowledge-rich curriculum underpinned by our CORE values:

COURAGE

OPTIMISM

REGARD

ENDEAVOUR

Policy Principle Statement

Schools are required under the Equality Act 2010 to have an accessibility plan

The purpose of the accessibility plan is to:

- 1) Increase the extent to which disabled pupils can participate in the curriculum
- 2) Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- 3) Improve the availability of accessible information to disabled pupils

(Please note that each of these three aims has it's own section in the plan).

Allestree Woodlands School aims to enable aspiration and achievement through delivery of a knowledge-rich curriculum underpinned by our CORE values: courage, optimism, regard and endeavour. This involves the school clearly demonstrating regard by providing access and opportunities for all pupils without discrimination of any kind to encourage pupils to enable effective learning and the development of courage, optimism, regard and endeavour in our students.

This plan will be made available online on the school website, and paper copies are available upon request.

This accessibility plan forms part of the school's SEND Information Report. It shall be published on the school's website and acted upon. The plan should be read in conjunction with the schools Health and Safety and SEND policy.

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.

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.

Allestree Woodlands School is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Allestree Woodlands 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.

Approved by governors: Pending governor approval.

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1. Legislation and guidance

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.

The definition of disability under the law is a wide one. A disabled person is someone who has a

"Physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities".

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

2. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

ACTIONS	STRATEGY / ACTION	STAFF RESPONSIBLE	TIMESCALE	SUCCESS CRITERIA
AIM 1: Increase the extent to which disabled pupils can participate in the curriculum				
<p><i>Provide Training for skills and knowledge for staff in supporting students with SEND within the classroom</i></p>	<p><i>New starters received Induction as part of New Staff Induction day.</i></p> <p><i>ECTs/ITT students to have bespoke twilight</i></p> <p><i>Whole school CPD on SEND</i></p> <p><i>Meet with Specialist PI teacher from Steps to audit provision for students with a key focus in technology</i></p> <p><i>In-class support staff CPD</i></p>	<p><i>TBK</i></p> <p><i>KSI</i></p> <p><i>TBA</i></p>	<p><i>Start of each Academic term</i></p> <p><i>Each cohort</i></p> <p><i>Ongoing</i></p> <p><i>Annually</i></p> <p><i>Ongoing</i></p>	<p><i>All staff attend sessions</i></p> <p><i>Any concerns or actions highlighted by the specialist PI teacher are resolved promptly.</i></p>
<p><i>All Students on the SEND register achieve their Academic outcomes</i></p>	<p><i>All staff will have an understanding of the needs of all children with SEND</i></p>	<p><i>TBK</i></p> <p><i>Whole teaching staff</i></p>	<p><i>Ongoing</i></p>	<p><i>SEND register regularly reviewed and updated.</i></p>

	<p><i>There are clear strategies in place to help children with emotional needs access the full curriculum.</i></p> <p><i>Intervention groups run effectively within the school</i></p> <p><i>Regular pupil progress meetings and inclusion group meeting</i></p> <p><i>Students on the SEND register will be reviewed under the graduated response</i></p>	<p><i>Learning Support Faculty</i></p>	<p><i>Ongoing. Reviewed termly.</i></p> <p><i>Ongoing. Reviewed termly.</i></p> <p><i>On going</i></p>	<p><i>No SEND pupils to be NEET.</i></p> <p><i>Each student on the SEND register to have a page profile.</i></p> <p><i>Provision map in place which is reviewed and updated.</i></p> <p><i>All interventions to have clear entry and exit criteria.</i></p> <p><i>Documentation created and completed by the SEND department.</i></p>
<p><i>Develop skills and knowledge for the Enhanced Learning Faculty safe manual handling of special needs.</i></p>	<p><i>Ensure staff who are may be required to manually handle pupils, for example physio for students with physical impairment attend suitable manual handling training</i></p>	<p><i>TBK</i></p> <p><i>KSI</i></p> <p><i>TBA</i></p> <p><i>KBL</i></p>	<p><i>On-going – according to students on roll and course type.</i></p>	<p><i>Staff to complete course led by Derby City's Step team</i></p>

<p><i>Appropriate use technology/new technology</i></p>	<p><i>Video material is subtitled to provide access for pupils with hearing impairments</i></p> <p><i>Consult with Deaf students re: Lockdown procedures, trial technologies (if suitable) and have a clear practice for the students</i></p> <p><i>Technology to assist students with physical disabilities such as echo, tablets and radio aids to be embedded in the student's provision</i></p>	<p><i>TBK</i> <i>AGR</i> <i>TBA</i></p>	<p><i>On-going – according to students on roll and course type.</i></p> <p><i>Deaf consultation re: Lockdown technologies / actions in December 2023.</i></p>	<p><i>Students can use the technology independently</i></p>
<p><i>To ensure staff are trained to support pupils with medical conditions.</i></p>	<p><i>Annual staff updates in Asthma, Epilepsy and as required for other specific conditions. Update pupils' Medical Profiles annually or earlier if required</i></p>	<p><i>CHA</i> <i>TBK</i> <i>AGR</i> <i>KBL</i></p>	<p><i>On-going – according to students on roll and course type.</i></p>	<p><i>Medical updates readily available.</i></p>
<p><i>Embed disability awareness in the curriculum</i></p>	<p><i>Audit presence of disability in schemes of work.</i></p>	<p><i>TBK</i> <i>TBA</i> <i>KSI</i> <i>RML</i></p>	<p><i>Yearly</i></p>	<p><i>Curriculum overviews</i></p>

	<p><i>Develop opportunities for disability to be presented in curriculum areas</i></p> <p><i>Form time curriculum including assembly opportunities</i></p>		<i>Termly</i>	
<i>Provision map to meet children's individual needs</i>	<p><i>SEND team to provision map, adjust IEP (high quality teaching) 1111 intervention and/or TA support to meet individual/ group need</i></p> <p><i>Purchase individual resources, as required.</i></p> <p><i>1:1/small group support and interventions, directed by EHCP and/or SENCo or Deputy SENCo</i></p> <p><i>Applications for Access Arrangements.</i></p>	<p><i>TBK</i></p> <p><i>TBA</i></p> <p><i>RML</i></p> <p><i>KSI</i></p>	<p><i>Termly</i></p> <p><i>Ongoing according to students on roll.</i></p> <p><i>Termly</i></p> <p><i>Ongoing according to students on roll.</i></p>	<p><i>Provision map in place</i></p> <p><i>Access Arrangement list in place</i></p>
<i>All out-of-school activities are planned to ensure the</i>	<i>All out-of-school activities will be conducted in an inclusive environment with providers</i>	<p><i>TBK</i></p> <p><i>GPE</i></p> <p><i>Directors</i></p>	<i>Yearly</i>	<i>Evidence that no student has been unable to attend a school</i>

<i>participation of the whole range of pupils</i>	<i>that comply with all current and future legislative requirements</i> <i>A local offer which includes extra-curricular opportunities for all to be created.</i>	<i>AGR</i> <i>Trip organisers</i> <i>LWA</i>	<i>Termly</i>	<i>trip due to accessibility reasons.</i> <i>Local offer is accessible for all stakeholders</i>
<i>Raise BSL / deaf awareness</i>	<i>Provide opportunities for all staff to develop BSL</i> <i>Have extra-curricular opportunities for stakeholders to develop their BSL</i>	<i>TBA</i> <i>TBK</i>	<i>On-going</i>	<i>Increased number of staff completing BSL activities.</i> <i>Clubs / classes timetabled and attendance registered</i>
<i>AIM 2: Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided</i>				
<i>Improve the physical environment to support students with a physical impairment</i>	<i>Ensuring that all students with a physical impairment have a risk assessment</i> <i>Have an external accessibility Audit commissioned by the school.</i> <i>Ensuring blinds are installed in rooms where the sun is being deflected to reduce glare.</i>	<i>TBK</i> <i>AGR</i> <i>KBL</i>	<i>Termly</i> <i>April 2024</i> <i>Yearly</i>	<i>Positive comments on environment walks by specialist PI teacher.</i> <i>Risk assessment for PI pupils</i>

	<i>Ensure appropriate actions are taken in accordance to environment walks with Derby City's STEPs team.</i>			
<i>All staff and pupils aware of the school's emergency procedures (specific to the child's needs)</i>	<i>All students with a physical disability on entering the school to have a full site access visit and where appropriate risk assessment and PEEP in place</i> <i>EVAC chair training for site staff</i> <i>Risk assessment from all students with a PI</i>	<i>TBK</i> <i>AGR</i> <i>TBA</i> <i>KSI</i> <i>KBL</i> <i>CHA</i>	<i>On-going in accordance to students on roll.</i> <i>In accordance to the training</i>	<i>PEEPs readily available and signed by appropriate stakeholders</i> <i>Procedure is routinely communicated to the child and practiced when/if suitable.</i>
AIM 3: Improve the availability of accessible information				
<i>Written material such as policies and school notifications to be available in alternative formats</i>	<i>The school is aware of and seeks advice/uses services available to provide written material in different formats.</i> <i>Office staff and academy leaders will provide support when needed.</i>	<i>TBK</i> <i>AGR</i> <i>TBA</i> <i>KSI</i> <i>NCAT (New communities access team in Derby City)</i>	<i>On-going in accordance to students on roll and their parents/carers</i>	<i>Documents provided in an accessible format, such as easily to read font.</i> <i>All video based communication is subtitled.</i>

	<p><i>School brochures, newsletters and other information to parents accessible in accordance to need</i></p> <p><i>Provide material online and hard copies. Offer parents option to have written material read to them and/or translated.</i></p> <p><i>Have a section on newsletters that indicates that information can be provided in a different format.</i></p> <p><i>School will be able to provide written information in different formats when required.</i></p> <p><i>Ensure that subtitles are used via videos</i></p> <p><i>School to explore with the LA regarding appropriate services available for converting written</i></p>			<p><i>No complaints that a parent/carer is unable to access school information.</i></p>
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	<p><i>information into alternative formats.</i></p> <p><i>BSL interpreter to be provided as required.</i></p>			
<p><i>To ensure International new arrivals are supported and have a curriculum which matches need</i></p>	<p><i>School to work with the New Communities team to support students and their families holistically</i></p> <p><i>Personalised induction for students new to area / country</i></p>	<p><i>TBK</i></p> <p><i>AGR</i></p> <p><i>TBA</i></p> <p><i>KSI</i></p> <p><i>RML</i></p>	<p><i>On-going in accordance to students on roll and their parents/carers</i></p>	<p><i>Positive professional relationships formed with the New Communities Team.</i></p> <p><i>Students to have good attendance.</i></p>

3. Monitoring arrangements

This document will be reviewed every 2 years, but may be reviewed and updated more frequently if necessary. It will be approved by the governing board and the Headteacher.

Staff who are responsible for actions in the document will monitor their actions

All staff have are expected to report any accessibility concerns to either the SENCo, business manager or Headteacher

4. 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
- SEND Policy

Appendix 1: Accessibility audit – October 2023

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	<p>2 main buildings have a number of stories – there are 2 levels in building 1 and 3 levels in building 2.</p> <p>Stairs are wide with contrasting stair edging.</p>	General maintenance.	KBL	n/a
Corridor access	<p>Floors are level and with wide unobstructed widths. Some students with a physical impairment have a pass which allows them to leave a lesson a couple of minutes earlier with a friend and/or TA.</p> <p>Floors are not patterned.</p> <p>Fire doors are located on all corridors and people with a physical impairment such as wheelchair users can</p>	General maintenance.	KBL	n/a

	<p>operate fire warning devices.</p> <p>Fire evacuation areas for people with a physical impairment is displayed for the upper floors and exit doors are accessible on the ground floor.</p>			
Lifts	<p>Lifts available in all levels.</p> <p>Emergency contact facilities are inside of all lifts and alarms/intercom system is monitored at all times</p>	General maintenance.	KBL	n/a
Parking bays	<p>Parking bays are clearly sign posted.</p> <p>Disabled access parking facilities are close to the main entrance. There are clearly marked out.</p> <p>Safe walkways are provided via the corresponding pavement.</p> <p>Parents/carers are reminded to park suitably and safely.</p>	General maintenance.	KBL TBK AGR	n/a
Entrances	There is a main entrance to the school grounds. Signage	General maintenance.	KBL	n/a

	is provided indicating the locations. Zebra crossings clearly indicate areas which pedestrians would need to cross.			
Ramps	Ramps are in all buildings Ramps are not too steep			n/a
Toilets	Adapted toilers are on each floor. Each contain one toilet and one washbasin. All have a door opening directly onto a circulation space which is not a staircase and all can be secured from the inside. All have signage for gender neutral. All have hand drying facility and mirror. The floor surfaces for all are slip-resistant. All adapted toilets have an emergency aid cord. One was tied and thus not accessible.	To ensure all have coat hook and/or shelf for belonging at an accessible height. To ensure that all staff are aware that alarm cords are to hand freely.	KBL TBK AGR	January 2024

Reception area	<p>Signage at the front</p> <p>Accessible resources for entry.</p>	<p>Sign needed that allows visitors to make reception aware if they require information provided in a different format.</p> <p>Sign needed that allows visitors to make reception aware if they require support due to a physical need such as information on adapted facilities and/or Emergency evacuation processes</p> <p>Provide portable hearing loop in reception area and display the sign.</p> <p>Use of non-verbal signage such as braille</p>	KBL TBK AGR	December 2023
Internal signage	<p>Maps on each floor are colour coordinated and clearly presents the needed information.</p> <p>Signs to keep 'to the left' are visible.</p> <p>All classrooms are signed in a uniformed manner.</p>	General maintenance.	KBL AGR	n/a
Emergency escape routes	Fire drills/emergency evacuations are rehearsed routinely. Certain staff are trained in helping mobility impaired people evacuate.	Signage for visitors emergency escape procedures are needed (VEEP) at reception	KBL AGR	Dember 2023

	PEEPs are in place for students with a physical impairment.			
Dining and catering	Tray slides allow trays to be rested while moving along the counter	Be mindful that tables might not be accessible to some wheelchairs (*currently no students or staff are wheeler chair users) Menus to be available/displayed in a large print, easy to read format.	TBK AGR	December 2023