



Woodhouse Primary Academy

Accessibility Plan

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Woodhouse Primary Academy Accessibility Plan

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The Academy's Context

Woodhouse Primary Academy is a large two-form entry primary academy on the western side of Birmingham. It achieved academy status in September 2013 under the sponsorship of Education Central Multi Academy Trust (ECMAT), now the University of Wolverhampton Multi Academy Trust (UWMAT).

The academy has over 470 pupils on roll, from Nursery to Year 6 (ages 3 – 11) including a designated Autistic Spectrum Resource Base with commissioned places for eight pupils with a statement of Special Educational Needs for Autism.

The Academy's Aims

- To create a nurturing, secure and happy environment where everyone cares and respects each other.
- To maintain and develop high standards socially and academically which empower all children with a positive sense of achievement.
- To ensure equality of opportunities exists for all.
- To provide creative and varied opportunities to stimulate the development of the whole child and a thirst for learning.
- To encourage fundamental values and life skills including responsibility, perseverance, integrity, trustworthiness, friendship and compassion.
- To encourage strong, beneficial partnerships between home and school.
- To recognise and celebrate the success of all.

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

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

The school supports any available partnerships to develop and implement the plan.

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- Special Educational Needs & Disability Code of Practice 2015
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)
- IQM Inclusive school (October 2017, October 2020)
- IQM Centre of Excellence 2020/21-2023/24 (Awarded November 2020)

Our 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.

1A: The purpose and direction of the academy's plan: vision and values

At Woodhouse Primary Academy, we promise a nurturing ethos where children will be able to dream and plan for the future.

We recognise that every child is unique, and we will invest in them individually by ensuring that they are known, loved and well taught.

1B: Information from pupil data and academy audit

The academy currently has 473 pupils on roll of which 107 (22.6%) are identified on the Special Education Needs register. Their needs range from 'K' Special Educational Needs Support (formerly School Action and School Action Plus) to full Educational Health and Care Plan (EHCP) over a range of areas.

Over the past five years the needs of pupils have become more profound, requiring ever more experienced staff and wider facilities for them to access the curriculum. It is anticipated that this trend will continue and staff Continued Professional Development, and newly appointed, experienced staff will continue to support.

Currently we have expertise in the following areas:

- Speech and Language Therapy
- Gross and Fine motor skills
- Makaton trained staff
- AET Autism Training and knowledge
- Attachment and trauma informed provision
- Autistic Resource Base specialism
- English as an Additional Language support

All pupils, including those with diagnosed disabilities, regularly participate in all outdoor activities including educational visits and residential experiences with appropriate support

The school site has several detached buildings, which can be accessed by all pupils. In all classrooms, wheelchair access is available and in the event of a pupil requiring access to these rooms, every assistance would be offered.

1C: Views of those consulted during the development of the plan

The School Improvement Plan considers and includes information from the IQM inspections, collaboration from the Local Authority on SEND, UWMAT trust school improvement visits and audits, and the last Ofsted inspection (December 2019). The Trust Local Advisory Committee (TLAC) meet 4 times a year, and are regularly updated with information relating to all aspects of academy life. There are designated TLAC members with responsibility for SEND and Inclusion.

The academy actively seeks and welcomes advice and support from a range of specialists and educationalists.

2. The main priorities in the academy's plan**2A: Increasing the extent to which disabled pupils can participate in the school curriculum**

To ensure that barriers are removed so that all children can participate and achieve to their best of their ability in all areas of the curriculum and in all aspects of school life and in the wider community.

2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

To ensure that all areas of school are fully accessible to all children regardless of need or disability.

2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

To ensure that all children have access to information in appropriate formats to suit needs.

3: Making it happen

3A: Management, coordination and implementation

The completed plan will be reviewed and ratified by the TLAC and Trust, as a means of raising awareness of the current issues. Information from this plan will be used to inform future planning and will be incorporated into the Academy Improvement Plan over the timescales stated. The TLAC and Trust in their monitoring role will ensure that the deadlines are met and that the school continues to strive to be fully accessible to all.

The Senior Leadership Team will monitor the effects of implementation by considering assessment data, information from pupils, parental questionnaires etc and use information gleaned to ensure that the plan continues to embed into the academy culture.

This plan will sit alongside and complement the main academy improvement plan.

3B: Getting hold of the academy's plan

The plan will be published in several formats. A hard copy will be available in the main administration office and the wider community will have access to the information on the school website.

All literature will be published with a sans serif typeface with a minimum font size of 12 point. All language will be jargon and abbreviation free and support will be given to anyone who has difficulty accessing the plan in the format set.

June 2022

Access Plan – Part 1
Increasing Access for Disabled Pupils to the School Curriculum

	Targets	Strategies	Outcome	Time Frame	Goals Achieved
Short Term	<ul style="list-style-type: none"> To ensure that all learning environments are well adapted to suit the needs of the pupils 	<ul style="list-style-type: none"> Purchasing policy that raises awareness of the diverse needs of the school community All learning environments have appropriate resources displayed and available for children to access independently 	<ul style="list-style-type: none"> The appropriate and relevant resources are available to support every child's needs 	Ongoing	The school purchasing will reflect the needs of all stakeholders
Medium Term	<ul style="list-style-type: none"> The continued learning opportunities through our creative curriculum 	<ul style="list-style-type: none"> A wide range of Visual Auditory Kinaesthetic resources to stimulate and develop children's skills Adapted learning environment Purchasing of resources 	<ul style="list-style-type: none"> The curriculum is adapted and well accessed by all pupils Curriculum evaluated and reviewed to ensure equal access 	Ongoing	Staff will devise and deliver a curriculum that is creative & accessible
Long Term	<ul style="list-style-type: none"> All staff to be fully aware of all disabilities and be confident in delivering the curriculum irrespective of pupils ability 	<ul style="list-style-type: none"> Ongoing Continuing Professional Development 	<ul style="list-style-type: none"> All pupils will be able to fully access the curriculum 	Ongoing	Appropriate staff will receive relevant training to support their role

Access Plan – Part 2
Improving Access to the Physical Environment of the School

	Targets	Strategies	Outcome	Time Frame	Goals Achieved
Short Term	<ul style="list-style-type: none"> To provide an environment which is easily accessible to all pupils Improve access to information for all pupils and adults To provide Newsletters, workshops and relevant information to EAL parents and parents with a learning need 	<ul style="list-style-type: none"> For all staff to ensure appropriate equipment and areas of learning are adequately labelled with Widgit symbols in all classes IT software and a designated area available for parents to access 	<ul style="list-style-type: none"> All pupils are able to access equipment etc which is clearly and easily identified All pupils and adults will have access to information regardless of ability or ethnicity Parents will have information available to them in their home language and in English 	Ongoing	Pupils and the wider public with EAL and a learning need will be able to access all information
Medium Term	<ul style="list-style-type: none"> To provide a safe and secure play area within the ASD unit playground 	<ul style="list-style-type: none"> Re-design and rebuild the outdoor provision Install provision, training staff for safe and effective use by all. 	<ul style="list-style-type: none"> All children will be able to access and play in a secure environment free from harm 	Ongoing	Play areas will be safe, secure and stimulating for all children
Long Term	<ul style="list-style-type: none"> To provide a safe learning environment for all pupils 	<ul style="list-style-type: none"> To improve the structure of the mainstream playground 	<ul style="list-style-type: none"> Pupils will have access to a safe environment where they are able to learn and play 	Ongoing	Play areas will be safe and sound and stimulating

Access Plan Part 3
Improving the Delivery of Written Information to Disabled Pupils

	Targets	Strategies	Outcome	Time Frame	Goals Achieved
Short Term	<ul style="list-style-type: none"> Children with identified needs have access to the full curriculum 	<ul style="list-style-type: none"> Information is read to individuals Large print available in the school library to share at home and at school Multi language reading resources available to pupils and parents with English as an Additional Language situated in the main school library Access to specialist language support for English as an Additional Language pupils and EMAS software 	<ul style="list-style-type: none"> All children have access to the full curriculum Pupils and parents will have access to a wide range of reading resources in their home language 	Ongoing	A wider range of information and resources are available for all pupils and parents
Medium Term	<ul style="list-style-type: none"> To extend the communication to the wider community in a range of formats 	<ul style="list-style-type: none"> Large print letters sent out Multi language information available through the use of specific software 	<ul style="list-style-type: none"> Pupils with language needs have support from parents who may also have difficulties Adults stakeholders have equal access to information 	Ongoing	As above
Long Term	<ul style="list-style-type: none"> To improve range and scope of resource literature 	<ul style="list-style-type: none"> Increase the number of reading books in different formats – talking books, large print and dual languages 	<ul style="list-style-type: none"> A secure base of resources ensuring that the ethos of equality is embedded in the school culture 	Ongoing	As above

4: Monitoring Arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the TLAC.