



# **Accessibility Plan**

Reviewed – January 2017

Date of next review: January 2020

## **1. Aims of the Plan**

- To create opportunities for every child to develop and learn
- To release potential in people to make the most of themselves
- To achieve excellence in standards of education & skill for all children
- To ensure the building and premises are accessible to all users, including pupils, parents/carers and visitors.
- To link with the Single Equality Scheme Action Plan in order to have due regard to the duties from the Equality Act as follows;
  - Eliminate unlawful discrimination, harassment and victimization;
  - Advance equality of opportunity between different groups; and
  - Foster good relations between different groups.

## **2. Introduction**

This plan is drawn up in accordance with the duties in the Equality Act 2010, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfE.

## **3. Definition of Disability**

Disability is defined by the Equality Act 2010 as:

"A person has a disability if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on his or her ability to do normal day to day activities".

## **4. Key Objective**

To reduce and eliminate barriers of access to the curriculum, and to enable full participation in the school community for pupils, prospective pupils and our adult users with a disability.

## **5. Principles**

1. Compliance with the Equality Act is consistent with the school's Single Equality Scheme and Action Plan, and the operation of the school's SEN policy;
2. The school recognises its duties under the Equality Act (as amended by the SENDA):
  - Eliminate unlawful discrimination, harassment and victimization;
  - Advance equality of opportunity between different groups; and
  - Foster good relations between different groups.
  - 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.
3. In performing their duties, governors and staff will have regard to the Technical Guidance on the Public Sector Equality Duty written by the Equality & Human Rights Commission.

4. In performing their duties, governors and staff will have regard to the Special Educational Needs and Disability regulations 2014.
5. The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to do normal activities, and respects the parents' and child's right to confidentiality.
6. Schedule 10 (Accessibility for Disabled Pupils ) of the Equality Act also requires schools to;
  - Increase the extent to which disabled pupils can participate in school curriculum
  - Improving the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services, provided or offered by the school,
  - Improving the delivery to disabled pupils of information which is readily accessible to pupils which are not disabled.
7. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:
  - setting suitable learning challenges
  - responding to pupils' diverse learning needs
  - overcoming potential barriers to learning and assessment for individual and groups of pupils.

## **6. About our School**

Woodlawn School's building was opened in the 1960's. Our accessibility requirements were checked in 2014 by the Occupational H&S team audit and 2015 by a Fire Regulations audit.

- Woodlawn School is a special school with 100 pupils on roll & 65 staff.
- Although not purpose built Woodlawn School has :-
  - Ramps to access and exit the building
  - There are disabled WCs
  - There is a hydrotherapy pool and changing facilities
  - Disabled bays are directly outside the school
  - All floor coverings are carpet or non-slip vinyl
  - There are 3 play grounds – all level access
  - The school has a sensory room and a sensory garden
- Facilities for pupils and visitors are all ground floor level. There is staff room on the first floor by means of a stair case.
- There is no lift.
- Outside learning environment is currently under consideration for improvement
- The full site has undergone a decoration programme since 2015.
- All toilet and changing room facilities have been refurbished since 2014.
- A new L1 fire system was installed in 2015.
- The evacuation plans are reviewed on an annual basis.

## **7. Activity**

The School has identified a range of points for development in line with the duties from the Equality Act as follows;

- Improve outdoor learning environment
- Refurbish Sensory Garden
- Further internal safeguarding measure in reception of school.

For further detail of what these actions are please see the School's Single Equality Scheme Action Plan.

## **8. Linked Policies**

This Plan will contribute to the review and revision of related school policies, e.g.

- Single Equality Scheme & Action Plan
- Equality Impact Assessment Template & Guidance
- Equality & Diversity Guidance for schools
- Guidance on Publishing of Equality Data for Schools
- Curriculum policies
- Health & Safety Policy