



Binley Woods Primary School and Woodlands Pre-School

Accessibility Plan

Purpose: For Parents/Carers, staff and governors

Created November 2022

Agreed by Governors:

Next Review: November 2025

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 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.

For more information please read this plan in conjunction with our Accessibility Policy.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

Legislation and guidance

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](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

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.

Action plan

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
Policies and Information Distribution					
Accessibility Plan Equality Statement becomes an annual agenda item	• Clerk to Governors to add to list of required publication details	Every Autumn Term	Time for SBM and SENCO Leads	SBM and SENCO Leads	Governors
Make available school brochures, school newsletters and other information for parents/carers in alternative formats.	• Review all current school publications and promote the availability in different formats for those that require it. • School to make itself aware of the services through the LA for converting written information into alternative formats • Monitor uptake of documents in alternative formats	On going		All staff SBM	SENDCo
Availability of written materials in alternative languages – school information will be available for all	• The school will use information and translations provided by the EAL Team	On going		SMT	HT
Training to raise awareness of equality and disability issues to result in whole school community awareness	• Discuss perception of issues with staff/governors to determine the current status of the school • Provide training for	Training to be on going	Training	Class Teachers	SMT

of issues relating to Access.	governors, staff, pupils and parents • Annual training for staff • Special Days and assemblies alongside curriculum coverage for pupils (e.g. Deaf Awareness Month (September), Purple Day (Epilepsy), Blind Awareness Month (October))				
Ensure all policies consider the implications of Disability Access	• Analyse the impact of the Behaviour Policy, Anti-Bullying Policy, Educational Visits Policy, Homework Policy and the Policy on Supporting Pupils in School with Medical Conditions. • Involve School Council when reviewing these policies	As policies are reviewed		SLT and School Council	Governors
Policies reflect and adhere to current legislation by the reviewing of Inclusion and Equal Opportunities for recorded evidence of how staff provide access in all areas to all pupils	• Review policies with staff and governors • Clerk to Governors to add to list of required publication details	Annually	Time to monitor and review policies	Author of policies	Governors

Premises					
Ensure that all areas of the school building and grounds are accessible for all children and adults and to continue to improve the access of the physical environment for all	- School Business Manager to audit the accessibility of the school buildings and grounds. - Information to be shared with the FGB - Action plan to be drafted to work alongside this document - Review Personal Evacuation Plans - Annual review of signage around the buildings	On going Every September On going Every September	Funding to make adaptations to building and grounds Design new signs Funding for any adaptations	SBM and SLT (inc. SENDCo)	SBM, SLT and Governors SBM SBM SENCO and SBM
Training					
All staff are trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum	Review the needs of children with specific issues provide all with relevant training.	Every September and on going	SENCO time	SENDCo	HT
Curriculum and Activities					
All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Review all out of school provisions to ensure compliance with legislation	On going	Educational Visits Co-ordinator to review trips with Class Teachers	EVC	EVC

Create effective learning environments for all utilising feedback from pupils, teachers and specialists	• Review classroom layouts ensuring that they are optimally organised • Review the furniture and equipment used – does it support the learning process in individual class bases • Review accessibility of computers / ipads / laptops / interactive boards • Involve pupils to review hard and software used in school • Circulate “Reasonable Adjustments” Classroom Checklist to all staff. Ensure all classrooms and resources are organised in accordance with pupil needs.	On going	Costs will depend on annual reviews	All staff	SENDCo through lesson observations and sampling lesson planning SLT and Governors
Lessons will start on time without the need to make adjustment the needs of individual pupils	• Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement	On going		All staff	SLT through observations
All pupils will have their individual needs met, and any barriers to achieving their full potential will be removed	• HT will ensure appropriate test papers and reports are provided in order to apply for access arrangements				

Increase participation in school activities so all pupils have their needs met	Annual audit of participation in extra-curricular activities and identify barriers	Termly	Review club lists	PE Subject Leader	SMT
Attitudes					
Promote positive attitudes to disability	- Review PSHE Curriculum - Review Assembly Programme - Review local disability groups in assemblies and visits to schools - Items for the newsletter highlighting achievements for pupils with disabilities	Every 3 year policy review		HT and SENDCo	Governors

Reasonable adjustments in the classroom: a check list

This is not an exhaustive list of every aspect of planning, it is a list of practical classroom arrangements that some teachers found useful in thinking of a range of adjustments they might want to make.

1. Pre-planning information - Have you been given information on the nature and degree of impairment and the access needs of the disabled pupils in the class? - Have you been shown or do you know how these disabled pupils access needs and personal care needs will be met in the class? - If you don't know how the disabled pupils needs will/can be met, seek advice from Head Teacher, SENDCo, Phase Leader, or from other agencies such as Educational Psychologists, Advisory Teacher or Health Professionals	
2. What preparation have you made with the class/ group for: one to one peer support	

• collaborative teaming • group work • valuing difference of race, gender, ethnicity, disability or religion • How do you ensure that mutual respect is encouraged within your classroom? Are you clear about how to deal with bullying and harassment in the class?	
3. Lesson planning: how will you support the needs of all learners? Consider: - timing - variation of activities - types of activities [concrete/abstract] - reinforcement of key ideas -use of interventions and pre-teaching - extension work - recall of previous work - links to future work - clear instructions Also consider: • Will the content of the lesson engage all pupils from the beginning? Will there be sufficient variation in activities and pace to engage all? • Are you able to access specially adapted equipment for some students to enable them to participate fully? • If not, can an alternative way be found? • Will the diversified and differentiated work allow all pupils to experience success at their optimum level?	
4. What different teaching styles are you going to use? • Visual e.g. use photos, mind maps, maps and diagrams, pictures, film clips, wall displays? • Auditory e.g. use story telling, talking, effective questions, problem solving, clear sequencing, music, singing? • Kinaesthetic e.g. use movement, role play, artefacts, use the	

environment	
5. Prepared materials • Are written materials accessible to all: formats; readability; length; content? • Scaffolding [practical materials] e.g. writing frames, pictograms, sounds, pictures, objects, artefacts, word lists, number lines, etc. Are they accessible to all? • Appropriate use of augmented communication and ICT	
6. Self-Presentation • Have you thought about how you will: react to situations of stress, humour, seriousness, embarrassing questions; offer encouragement to all; challenge the behaviour not the child? • Are all the students aware that you might approach the behaviour of some students in a different manner to the rest of the class? • How will you use your voice in the lesson, e.g. volume, tone, and make sure all children are understanding you? • Where will you position yourself in the classroom and when?	
7. Use of support staff • Have you met with or at least communicated with support staff before the lesson? Do they have good understanding of accessibility issues and school's policies? • How are you going to use other adult support in the lesson? • Does their use allow all children to be equally included in the class activities? • If you are using support staff for withdrawal, how do you know the pupils are gaining from this? • If you are using withdrawal, how are the groups organised?	
8. Classroom organisation • Is seating carefully planned and/or the activity accessible for pupils with: - mobility impairments e.g. circulation space, table height - hearing impairments e.g. sight line for lip reading/ interpreter/ no glare	

- visually impaired e.g. maximise residual sight, if touch can reach - pupils with challenging behaviour e.g. in adult gaze; at front for eye contact - pupils with short attention span/easily distracted, e.g.: sit on own - pupils with learning difficulties who need a lot of support, e.g.: next to peer supporter - pupils with short attention span, e.g.: distraction free zone • What seating plans are you using and why? • Will seating plans make use of peer support and how?	
9. How will you organise and group pupils in lessons? • Friendship groupings? • Mixed sex/same sex groupings? • Mixed ability/same ability groupings? • Specific pairs of pupils working together, e.g. stronger reader/weaker reader?	
10. How will you deal with unexpected incidents? Are you aware of the systems for dealing with unexpected incidents, e.g.: evacuation, fainting or fits, incontinence, medical emergencies, meltdowns?	
11. How will you ensure that all students feel equally valued through their experiences of: • the allocation of teacher and support staff time; • being listened to/ paid attention to; • being respected; • achieving; • interacting with their peers.	
12. How will you assess the outcomes? • Do you have a scheme for assessing the achievements of all? • Have you looked at alternative forms of assessment? E.g. video recording progress, peer evaluation, self-evaluation? • How will you involve pupils in assessing their progress?	

Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Senior Leadership Team and the School Business Manager.

It will be approved by Governing Body.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Accessibility Policy
- Health and Safety Policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) Information Report
- Medicines Policy
- Safeguarding Policy
- Complaints Policy
- Supporting Pupils with Medical Conditions