



Binley Woods Primary School and Woodlands Pre-School

Accessibility Policy

Purpose: For parents and carers, staff and governors

Created November 2022

Agreed by Governors:

Next review: November 2025

1. STATUTORY DUTIES

The Equality Act 2010 aims to protect disabled people and prevent disability discrimination. It provides legal rights for disabled people in all areas of life including education. It is unlawful for a school to treat disabled people unfavourably.

Under this Act a person has a disability if they have a physical or mental impairment which has a substantial and long term adverse effect on their ability to perform normal day-to-day activities. Unfavourable treatment could include direct discrimination, indirect discrimination, discrimination arising from a disability and harassment. The Act contains further guidance on the meanings of these definitions.

In addition, the Special Educational Needs (SEN) Code of Practice gives guidance on how to identify and assess children with Special Educational Needs. Since 1 January 2002 Local Educational Authorities and Schools have been obliged to take account of this Code.

2. THE SCHOOL

Binley Woods Primary School comprises of a main school building on one level. The school site is on one level. Whilst the Equality Act does not require schools to change their premises, it does require long-term plans to be made for improving access to the premises.

The school has a disabled toilet nearly opposite the school office, which is used by both children and staff.

Reception and Woodlands Pre-school children have access to their own toilets. Year 1 and Year 2 have one toilet area which is accessed through a shared area between the two classrooms. If a child needed to use the disabled toilet, a member of staff would escort the child.

Years 3, 4, 5 and 6 share a toilet area which is split into girls' and boys' toilets. This is accessed through double doors from the Library, within the KS2 learning space. If a child needed to use the disabled toilet, a member of staff would escort the child.

The Early Years outside area has spaces that have been fitted with ranch style fencing to act as grab rails to support children with any mobility difficulties.

All classrooms from Year 1 to Year 6 have been fitted with acoustic boards to the ceiling to aid individuals with hearing impairments.

All doorways are wide enough to accommodate wheel chairs.

3. INCLUSION OF LEARNERS

Binley Woods Primary School and Woodlands Pre-School is committed to providing all children every opportunity to achieve their potential in every aspect of school life. When a request is received from parents or the Local Authority for a pupil to attend the school, professional advice from support services and other relevant professionals will be sought when necessary, to enable an assessment of the individual's need to be made. This will include access to the various parts of the school and the requirements of the National Curriculum. Parents and carers of pupils with disabilities will be consulted to identify and, where possible, remove any obstacles to learning. Such obstacles could include physical, sensory, learning difficulties or emotional or social development as well as the learning environment experienced within the school.

The staff at Binley Woods Primary School and Woodlands Pre-School value pupils of different abilities. The National Curriculum will be differentiated to meet the specific needs of individuals and groups of children by:

- Setting suitable learning challenges, including Individual Education Plans (IEPs)
- Responding to children's diverse learning needs,
- Overcoming potential barriers to learning for individuals and groups of pupils, by accessing adult support, intervention programmes, tailored speech and language therapy programs, use of Information and Computer Technology (ICT) and visual aids,
- Ensuring individuals are able to access other curricular opportunities outside the National Curriculum such as school trips, after school clubs and special events; sports days and visits from authors.

When planning their work, the staff will take into account the abilities and needs of all the children and provide differentiated work accordingly. This may involve modifying learning activities, teaching styles and access strategies.

Monitoring of progress will be carried out by class teachers, the Head Teacher, SENDCo and Subject Leads as appropriate and used to inform future planning of provisions to meet each individual's needs. This could include applying for examination concessions when appropriate.

Most written information is presented in different formats to make it accessible. This includes:

- Differentiation of class work and homework tasks
- Visual presentations of information and timetables
- Use of appropriate fonts and font sizes.

The school is aware that the Local Authority is able to provide translation services and Braille copies if required. Modified statutory testing materials will be obtained when necessary for end of Key Stage tests.

This Accessibility Policy will be:

- Reviewed every three years by the School Business Manager and the Senior Leadership Team who will make appropriate recommendations to the Governing Body and the Head Teacher
- Available in the Policy Folder on the school website.