



METROPOLITAN BOROUGH OF CALDERDALE

Woodhouse Primary School

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MANAGEMENT AND GOVERNANCE DOCUMENTATION

ACCESSIBILITY POLICY – NOVEMBER 2023

	Date	Chair of Governors	Headteacher
Adopted	September 2014		
Reviewed	September 2015		
Reviewed	September 2016		
Reviewed	September 2017		
Reviewed	October 2020		
Reviewed	November 2023		
Next review due	November 2026		

Vision

At Woodhouse Primary School we aim to provide a welcoming, safe and caring environment where everybody is encouraged and enabled to become successful, resilient and confident learners. We have high expectations and work collaboratively enabling our pupils to have a good understanding of the

world in which they are growing up. We encourage our pupils to think for themselves and respect others, thus enabling them to build on their growing knowledge and be responsible, self-assured citizens.

Aims

United: To celebrate our social and cultural diversity so that everyone feels valued and respected

Creative: To offer a curriculum which is relevant and creative; promoting high quality learning which challenges and develops all our pupils' talents and gifts enabling them to reach their full potential

Bold: To provide learning experiences, both inside and outside the classroom, which promote and develop pupils' independence and resilience

Safe: To provide a caring, secure and nurturing environment where all can learn, work or play with confidence

Healthy: To provide opportunities for pupils to develop healthy lifestyles and thereby promote physical, spiritual and emotional well – being.

Caring: To respect and value ourselves and others in the community by displaying positive attitudes, pride in our school, appreciation of each other and challenging negative influences and behaviour

Each of our six values supports and strengthens our rewarding yet challenging task:-

Belief in equality, inclusion and social justice; Commitment to excellence and life-long learning; Desire to bring out the best in each child

To this end, the governing body and the school work together to ensure that all pupils, staff and parents, and other stakeholders are able to access the physical environment, the curriculum and information provided by the school.

Legal Framework

The Equality Act 2010 places a legal obligation on schools making it unlawful to discriminate against pupils, staff and other stakeholders with a disability. This Act brings together several equality laws including the Special Educational Needs and Disability Act 2001 (SENDA) and the Disability Discrimination Act 1995 (DDA).

The Act also places an anticipatory duty on schools to consider what reasonable adjustments need to be made to improve access to the schools' services for any stakeholder with a disability, including pupils, staff, parents and carers and any other visitors to school, without waiting until the adjustment is actually needed.

The Governing Body of Woodhouse Primary is committed to a fair and equal treatment of all individuals; able bodied or disabled and, on a continuous basis, will work towards improving access to the physical environment, to the curriculum and to the provision of information in order to work towards access for all.

Aims

The aims of this statement and Accessibility Plan are to ensure that we continue to work towards increasing the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- improve the delivery of **written and electronic information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Action plans are attached, relating to these key aspects of accessibility and showing how the school will address the priorities identified. These plans will be reviewed and adjusted on an annual basis.

Previous adaptations to the school

- Disabled/welfare facility in Learning resource area
- Two further disabled toilets added in toilet refurbishment
- Disabled parking bays in car park
- Ramped access from KS2 playground
- Automatic entrance doors, accessible reception counter and induction hearing loop
- New activity studio/reception unit (2015) DDA compliant
- Improvements to KS1 and KS2 playgrounds

Supporting policies

- Single Equality Scheme
- SEN policy and SEN report
- Anti-bullying policy

Access to the plan

This plan will be made available on the school website and upon request to any stakeholder requesting it.

1. Improve access to the physical environment of the school

Objective	Action	Timescale	Personnel	Monitoring	Success Criteria
Improve access to KS1 playground	Explore possibility of ramp Ashlea Ave steps	Dependent on budgetary issues	DC	Premises	Ramp in place for easier access prams
Improved physical environment	Take into account needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site, such as improved access, lighting and colour schemes, more accessible facilities and fittings	Ongoing	AEC, DC, LK,MO Premises	Resources	Enabling needs to be met where possible
Visually stimulating environment for pupils	Colourful, interactive displays Enticing role play areas	Ongoing	Classroom staff	SLT	Stimulating environment

2. Increase the extent to which disabled pupils can access the curriculum

Objective	Action	Timescale	Personnel	Monitoring	Success Criteria
Staff prepared for individual needs of each cohort	Liaise with nurseries New intake evening Robust transition procedures	Each September	SS, SRot, Class teachers	AEC	All pupils accessing the curriculum
All staff aware of particular needs of pupils with disability	Disseminate information at w/s training day	Each September	SS	AEC	All pupils accessing the curriculum
All statutory policies compliant with Equality Act	Review all statutory policies	Ongoing	AEC/SS/DC	Resources	Policies reflect inclusive practice/procedure
Ensure out of school activities planned to allow for participation of all pupils	Risk assessments to take individual needs into consideration	Ongoing	SS	AEC	All pupils able to participate in out of school activities
Teaching and support staff have knowledge and understanding of specific SEND issues	SS to disseminate and organise CPD as appropriate	Ongoing	SS	AEC	Staff confident to support learning and high expectations for all pupils

3. Improve the delivery of written and electronic information to stakeholders with a disability

Objective	Action	Timescale	Personnel	Monitoring	Success Criteria
Access to written information for all stakeholders	Monitor signage around school to ensure accessibility for all stakeholders	Ongoing	LK/ MO	AEC	Information clearly displayed and accessible to all
Access to written information for all stakeholders	Ensure school prospectus accessible to all stakeholders via website	Ongoing	AEC/ DC	Resources	Information clearly displayed and accessible to all