Woodland View Junior School

The CARE Federation

Accessibility Plan

2024-2027

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Statement of intent

This plan outlines how Sparhawk Infant and Nursery School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

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

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The executive headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the executive headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	July 26 Review
Short term	Some learners need additional scaffolds to access whole class or group input	Scaffolding and modelling resources/ techniques should be used purposefully and consistently	Class Teachers	2024-25	Adjustments e.g. ATT, word mats, manipulatives, are in place. LSPs reflect the provision in place. Teachers have been working on modelling and scaffolding rubrics through a coaching programme. TAs have completed training for precision teaching, TA training for maths is booked. This is being developed in line with our OFSTED inspection recommendations. July 26: Programme of CPD has continued including TA training: Removing Barriers to Maths with EPSS. All staff have taken part in No Silver Bullet Training and Not What How. ISP format has been updated. 25-26 we completed the DfE PINs project. Coaching programme for teachers has continued. TAs have attended training with the Maths Lead focusing on times tables and use of manipulatives.	
	Not all staff are able to use dyslexia-friendly techniques or respond promptly to information that would allow greater progress in Reading	Training for all classroom staff in supporting dyslexia/dyslexic tendencies and training for TAs in Accelerated Reader program	All classroom staff	2024-25	All staff have received CPD training and resources have been made available to all. Year 2 of the Dyslexia Quality Mark has been started. TAs have received Accelerated Reader training. July 26: Training has been revisited through CPD for staff: No Silver Bullet, Not What – How. 'Sharing Good Practice' has been added to our weekly Monday Morning Briefing. Our approach to guided reading is being adjusted to whole class delivery to support pupils to make even greater progress.	

Medium term	Not all learners benefit from a robust process at times of transition	Embed RISE UP and Stormbreak Utilise School and Community Team offer Engage with TITAN+ and YES project	Y6 Team	2024-26	**24/25** 2 Year 6 pupils were accepted onto the Titan+ programme. School and Community team supported with transition groups from Y2-3 and Y6-7. Rise Up and Stormbreak resources embedded across the school. Our impact was reported in a Norfolk Case Study review and shared across the county, **25/26** No pupils in 2026 needed to access Titan+ We have purchased Stormbreak for 26/27 to continue to support SEMH within our pastoral offer. School and Community Team have supported transition with Worry Buster groups. Pupils visiting new classes completed a short task and took this home to share with families. We have made the learner aspect of the website more user-friendly. We have used the new common transfer form when working with our feeder high schools. Our parent open evening was targeted to deliver key information and resources on our website were signposted	
Long term	Not all policies and procedures fully take account of best practice in Dyslexia friendly strategies	Complete Dyslexia Friendly schools quality mark Year 2	HoS/SENDCo	2025-27	Year 1 of the award has been successfully completed, **July 2025.** **25/26** We achieved the Norfolk Dyslexia Quality Mark in July 2026 after successful completion of the two-year programme. A Standard Operating Procedure has been developed to support office communications.	
Considerations of potential future needs	Outdoor learning could be inaccessible to a child with mobility issues	Accessible pathways would be required	HoS/EHT		Outdoor Learning classroom has been repaired and is water tight, there is sloped access from the playground to the pod via the grass. There is sloped access to the playground and from the middle to the top playground. **25/26**	

					A school allotment area has been developed in an area of the grounds accessible to all users. Overgrown shrubs around the nurture garden have been cut back so this area is now much more accessible to all and can be accessed from the playground using step-free access. An element of outdoor learning will be included in our lunchtime club offer 26/27.	

Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	July 26 Review
Short term	Internal signage is limited and limiting for persons with visual, sensory, EAL needs or hidden disabilities	Visual and tactile signage inc directional signage to be added	SBM	2024-25	**24/25** New signage has been procured and delivered. A new caretaker has been appointed and will install the signs. Directional signage has been added to guide visitors to the location of classrooms. **25/26** Directional signage has been adjusted as some staff have moved classrooms – this will continue to be the case each academic year.	
Medium term	Some emergency exits have steps and no space for permanent ramps to be installed	Temporary ramp to be available	SBM	2025-26	**25/26** Work was scheduled for October half-term and completed.	.

Long term	Lighting in classes is low quality	Strip lights to be replaced with LED lights	SBM	2027	**25/26** Quotes have been obtained and then changed. We are awaiting an update due to increased asbestos checking in some areas.	

Planning duty 3: Information

	Issue	What	Who	When	Outcome	July 26 Review
Short term	Internal signage is limited and limiting for persons with visual, sensory, EAL needs or hidden disabilities	Visual and tactile signage inc directional signage to be added	SBM	2024-25	New signage has been procured and delivered. A new caretaker has been appointed and will install the signs. Directional signage has been added to guide visitors to the location of classrooms. Directional signage is being adjusted as some staff have moved classrooms and will continue to be the case each academic year.	
Medium term	Relevant information for children is not always available in child speak via the website	Improve current and create new web pages specifically designed with child-friendly and child-relevant information	SBM	2025-26	The children's learning page on the website is easy to access, has limited text, includes images and hyperlinks to signposted resources.	

Long term	Persons with hearing impairments cannot easily access general or emergency information	Induction loop to be reinstated	SBM	2025-26	Note: Updated information suggests that induction loop technology has been replaced by a more modern approach using apps on mobile devices. This objective has been removed.	

Monitoring and review

This plan will be reviewed on an annual basis by the governing board and executive headteacher. The next scheduled review date for this plan is Autumn 2027. Any changes to this plan will be communicated to all staff members and relevant stakeholders.