

# **Woodland View Primary School**

## **Accessibility Plan**

(To be read in conjunction with the Inclusion Policy)

Status: Statutory

Date adopted by Governing Body: March 2016

Date for review: March 2019

**Definition of special educational needs**

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, Jan 2015) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

**Definition of special educational provision**

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

Woodland View Primary School has adopted this accessibility plan in line with the school's **inclusion policy** with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged. This plan is created in response to the recommendations made in our school's last access audit which took place in October 2015.

Our **inclusion policy** outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's **publication of equality information and objectives** explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our **inclusion policy** for an outline of our full provision to support pupils with SEND.

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be updated annually and reported to the governing body.

| Short term   | Outcome   | Medium term  | Outcome  | Long term  | Outcome  |
|--|---|--|--|--|--|
| <b>Staff training</b>  |   |  |  |  |  |
| Team Teach Training  | Key staff trained in restraint & handling techniques                  | Full audit of pupil need and staff training  | A clear understanding of strategic training priorities   | Develop a rolling training plan to develop coverage of specialist SEN areas                              | A range of staff have specialisms that enable more rapid responses   |
| <b>Teaching and learning</b>   |   |  |  |  |  |
| Continued Monitoring of provision maps to ensure best possible use of high quality interventions.                        | SEN children to access the most successful interventions and support. | Interventions used are based on identified quality assured research for best quality outcomes.             | Maximum progress for pupils with SEND  | Continued research of new interventions/resources to aid the best possible progress and value for money. | Pupils with SEND are at or above national expectations year on year. |
| <b>School building</b>   |   |  |  |  |  |
| Research entrance accessibility and safeguarding resources to keep all pupils safe and allow independence for all users. | Decide on the most appropriate system for the entrance hall.          | Have system fitted and set up to all equal access and safeguarding for all groups in the school community. | A safe, secure and accessible site, with a clear system for office staff to monitor access for all visitors. | Continued monitoring of the best use of the building to allow inclusion for all as and when needs arise. | Inclusion for all groups in the school community.                    |

This accessibility plan and the outcomes will be evaluated every three years to monitor the plan's effectiveness and ensure that it covers all areas of accessibility needed in the school.