

# Woodlands Schools Great Warley



## Accessibility (SENDA) Plan (GW)

**This policy includes EYFS**

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# Accessibility (SENDA) Plan

## Accessibility (SENDA) Plan - Woodlands Great Warley – 2023 - 2025

This plan is drawn up in accordance with Schedule 10 of the Equality Act 2010 and the SEND Code of Practice (January 2015). Woodlands School Great Warley is wholly guided by these principles in planning and designing its educational provision and is committed to ensuring that all pupils have equal access to learning and to the curriculum. We have an admissions policy, available on the school website, which seeks to remove barriers to entry to our school for pupils with special needs and/or disabilities. We strive to be a fully inclusive and welcoming school and the aim of our admissions procedures is to ensure that pupils who join the school are able to be happy, successful and secure within our academic, cultural and pastoral environment.

A person who is disabled is defined as having a physical or mental impairment which has a substantial and long term adverse effect on his/her ability to carry out normal day to day activities. Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

A child with special needs is defined as someone who has significantly greater difficulty in learning than the majority of pupils of his/her age. Special Educational Needs and Children with Disabilities (SEND) refer to any circumstances resulting in an individual pupil requiring additional or different help in order to take full advantage of the educational opportunities offered to pupils of the same age. These difficulties include physical, emotional, behavioural and specific learning difficulties and can also refer to gifted and talented pupils. We endeavour to ensure that all subjects are available to each pupil but do on occasions allow a modified curriculum in response to the needs of an individual's learning profile.

To reduce and, where possible, eliminate barriers to accessing the curriculum for pupils to have full participation within the school community. Woodlands School Great Warley recognises its duty:

- not to discriminate against disabled pupils in their admissions and provision of education and associated services
- not to treat disabled people less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility Plan

Woodlands Schools have an inclusive ethos. Our strategies to achieve this ethos include:

- having high expectations of all pupils
- finding ways in which all pupils can take part in the full curriculum including sport, music, and drama

- planning out-of-school activities including all school trips and excursions so that pupils with disabilities can participate
- setting an admissions policy and associated criteria which do not discriminate against pupils with disabilities or treat them unfairly
- devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities
- planning the physical environment of the school to cater for the needs of pupils with disabilities
- providing written information for pupils with disabilities in a form which is user friendly
- examining our resources to ensure that there are examples of positive images of disabled people

Great Warley will:

- recognise and value parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality
- provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles
- ensure that this curriculum endorses the key principles in the National Curriculum which underpin the development of an inclusive curriculum by:
  - setting suitable learning challenges
  - responding to pupils' diverse learning needs
  - overcoming potential barriers to learning and assessment for individuals and groups of pupils

Our staff regularly review their teaching strategies to ensure that any potential barriers to learning and participation by disabled pupils are removed. The following are carefully considered by the School's

Senior Leadership Team:

- Attainment
- Attendance
- Extra-curricular activities and sport
- Physical school environment
- Selection and recruitment of staff
- Staff training
- Welfare

**The purpose of a School's Access Plan is to:**

- increase the extent to which disabled pupils can participate in the school curriculum
- improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- improve the delivery to disabled pupils of written information which is provided to pupils who are not disabled

## **Improving Participation in the Curriculum – 10 3.2(a)**

<b>Target</b>	<b>Strategies</b>	<b>Lead</b>	<b>Resources</b>	<b>Success Criteria</b>	<b>Target Completion Date</b>
To ensure that all teaching staff are fully aware of children's needs and continue to monitor their progress in consultations with parents and children	Staff training/observations Pupil Profiles IEPs/EHCPs Graduated response Register Pastoral records Weekly staff meetings Parent consultations	HT / SLT / SENDCo	Inset sessions – Staff development budget SENCO team oversight – time allocated on timetable General staff meetings, discussions and parent meetings	Pupils achieving outcomes and being able to fully access the curriculum	Termly Sept 2024-Sept 2026
To raise the awareness of disabilities/learning needs amongst pupils and staff through PHSE curriculum, class talks and assemblies	Schedule content into assemblies/lessons	HT / SLT / Teaching staff	Staff oversight – time allocated on timetable	Topics covered during lessons and assemblies enabling children to develop awareness of these issues	Termly Sept 2024-Sept 2026
To improve curriculum participation for pupils with dexterity and/or motor coordination problems and introduce appropriate necessary and/or beneficial interventions	INPP Reflex Programme Finger grips Angled writing board 1 to 1 swimming lessons Liaison with OT professionals when required Laptops and IPAD provision to assist with recording Wobble Cushions	Teaching staff SENCO	Reflex Programme – staff timetabled Swimming 1 to 1 – staff timetabled Laptops maintained by technical support team – tech support budget Classroom accessories purchased from school budget	Pupils of all abilities accessing the curriculum according to their needs	As required – ongoing Sept 2024-Sept 2026
To improve curriculum participation for pupils with visual needs and/or dyslexic type difficulties	Early probability of dyslexia screening and appropriate interventions introduced Colour blindness screening Glasses/tinted overlays Larger format production of	SENCO Team Teaching Staff	Appropriate resources purchased from school budget Time allocation – staff timetabled	All pupils able to access full curriculum successfully	Ongoing Sept 2023 – Sept 2025

## **Improving Participation in the Curriculum – 10 3.2(a)**

<b>Target</b>	<b>Strategies</b>	<b>Lead</b>	<b>Resources</b>	<b>Success Criteria</b>	<b>Target Completion Date</b>
	materials Interactive screens in classroom to alter font size and colour readers provided when necessary/reading pens				
To ensure that all learning targets and expectations reflect the ability of children with disability or diverse learning need	Regular assessment to look for discrepancies and appropriate interventions introduced MAT monitoring	HT / DHT / SENCO Team / Teaching Staff	Time allocation – staff timetabled	All children given opportunity to achieve potential	Termly Sept 2024-Sept 2026
To ensure that appropriate resources are available to support the diverse needs of all children	Liaise with appropriate external agencies for support and guidance on resources eg weighted blankets, sensory aids etc	SENCO Class Teachers	Appropriate resources and guidance sourced when required – educational budget ISA Regional SENDCO Network Meetings	The appropriate resources are available to those pupils who require them Additional agency support is sourced, when required	As required – ongoing Sept 2024-Sept 2026
To ensure that all pupils have equal opportunities to participate in extracurricular activities	Continually evaluate extracurricular clubs to ensure a diverse range of activities and opportunities are available to all pupils	HT / SLT / SENCO	Staff required to plan and run club activities – no additional budget required Outside clubs also offered – externally funded	A diverse range of extracurricular clubs delivered	Termly Sept 2024-Sept 2026
To review the PE curriculum ensuring that physical education is accessible to all pupils	Identify any specific requirements or adaptations required and ensure pupils with disabilities and needs are catered for within	HT / SLT / PE Staff / SENCO	Modification of curriculum delivery – time allocated on timetable if required Appropriate PE equipment if required – education budget	All pupils able to enjoy and participate in a full PE curriculum	Ongoing Sept 2024-Sept 2026

### Improving Participation in the Curriculum – 10 3.2(a)

Target	Strategies	Lead	Resources	Success Criteria	Target Completion Date
	<p>planning 1 to 1 lessons swimming offered when appropriate</p> <p>Effective use of support staff in PE lessons and good staffing levels in the Games programme to enable differentiation</p> <p>Offer a wide variety of sports ensuring alternative forms of Games or PE provision can include children with additional needs where appropriate (eg, multisports)</p>		<p>Sports Partnerships Opportunities</p>		

**Improving the Physical Environment – 10 3.2(b)**

Target	Strategies	Lead	Resources	Success Criteria	Target Completion Date
<p>To take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking improvements, maintenance and refurbishment of the site and premises</p>	<p>Trees and bushes trimmed                      Regular maintenance of pathways and playground surfaces                      Astro court monitored for wear and tear                      External lighting provided                      Good lighting provided for all areas where access required                      Disabled bays provided                      Hazard lines on edge of steps                      Appropriate signage                      Finger safes                      Temporary ramp                      IAMS reporting system                      Different height desks/chairs available                      Relocate upstairs lessons to ground level if required                      consider needs of disabled persons when planning any redesign</p>	<p>Estates Team</p>	<p>Site maintenance team and budget</p>	<p>Maintenance cycle of site inc. trees, bushes, pathways and playground surfaces carried out regularly                      priority response to relevant IAMS requests                      Astro court monitored for wear and tear                      Disabled Parking bays available when needed close to premises (monitored for correct use)                      Temporary ramp available and maintained to improve accessibility of classrooms                      Finger safes in good condition                      Working External lighting                      Good lighting for all areas where access required</p>	<p>Termly maintenance cycle                      Weekly site check                      Daily IAMS response                      Sept 2024-Sept 2026</p>

**Improving the Physical Environment – 10 3.2(b)**

<b>Target</b>	<b>Strategies</b>	<b>Lead</b>	<b>Resources</b>	<b>Success Criteria</b>	<b>Target Completion Date</b>
To ensure the safe exit of all pupils and staff on hearing the fire evacuation bell	Regularly practise evacuation procedures – different times of the day, different days in the week Introduce buddy system as and when required	Estate Team Fire Marshall	None required	Children understand and follow procedures in a calm and measured manner	Half termly Sept 2024-Sept 2026

### Improving Delivery of the Curriculum – 10 3.2(c)

Target	Strategies	Lead	Resources	Success Criteria	Target Completion Date
To increase confidence of all staff in differentiating the curriculum by involving specialist groups and professionals e.g., ADD-Up, SNAP, EFD professional etc to inform/support staff	Be aware of staff training needs on curriculum access Assign CPD for specific learning difficulties, differentiation and recording methods	HT / SLT / SENCO	Inset sessions – staff development budget	Raised staff confidence in strategies for differentiation and increased pupil participation	As required – ongoing Sept 2024-Sept 2026
To ensure reasonable adjustments are made within classroom environment	Relocation of teaching rooms and curriculum specialism lessons where possible The positioning of children in the classroom to best meet the pupils needs	HT / SENCO / Teaching Staff	No additional budget required – time allocation	Pupils are able to access all curriculum areas	As required – ongoing Sept 2024-Sept 2026