

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

1. Starting points

1A: The purpose and direction of the school's plan: vision and values

The school's Core Professional Purpose states that "We are a community which values and celebrates the individual and inspires everyone to achieve their potential." This clearly demonstrates a commitment to ensuring that everyone who is part of the school community, or wishes to be, should feel able to access the school building, grounds, curriculum and extra-curricular activities to the full. No child or adult involved with the school should miss out on opportunities due to disability.

1B: Information gathering and impact assessment

Wood Lane is a mainstream school. There is a higher than average percentage of children on the SEN register with learning needs or social, emotional and behavioural difficulties.

The school is continually innovating to ensure the broad and balanced curriculum is both exciting and creative. Opportunities to develop pupils' personal and social development are very well organised and result in high quality outcomes in these areas of the school's provision. All pupils, including those with physical disabilities, have full access to the curriculum."

Analysis of assessment data for 2008-9 showed that as a group, SEN pupils did not perform as well as the school population as a whole. Since this time, more rigorous tracking of progress as well as regular reviews of the effectiveness of interventions have been implemented. Data for 2009-10 showed a significant improvement in value added achievement of the SEN groups, particularly in writing, which was a whole school focus.

Information about pupils will continue to be gathered through staff observations, formal and informal assessment data. This will enable us to continually monitor the impact of our provision and the Accessibility Plan. In order to fully understand the impact of different parts of the plan it may be necessary to study the disabled population as a whole, or to look more closely at SEN or physically impaired pupils.

- **In order to improve our provision further, disabled pupils should become more involved in the process of gathering and analysing information. There is a need to improve the process of gathering of information about school staff, parents and carers.**

1C: Views of those consulted during the development of the plan

Currently, all children, parents and carers are encouraged to talk openly with school staff about opportunities and any areas for development through such strategies as School Council, Parent Workshops, Parents' Evenings, informal discussions and meetings and the Learning Platform. Parents of disabled children are regularly consulted about their understanding of their child's needs, and about what the school is doing to meet these. Formal meetings such as Annual Reviews and IEP meetings are supported by regular informal discussions on a daily basis.

In the development of this scheme, all parents were invited through newsletters to become part of a task group to gather opinions on current practice, and to give input to the development of the Action Plan. 3 parents have formed the task group and have met to discuss the main priorities outlined in Section 2.

2. The main priorities in the school's scheme and plan

2A: Promoting equality of opportunity

The school staff is committed to promoting equality of opportunity, in day-to day practice and also through trips, visitors, extra-curricular activities, school policies etc.

- **It is important to ensure that this is continually reviewed, particularly with regards to trips. It is also important to ensure that new staff to the school fully understand and exemplify the ethos of inclusion.**

2B/C/D: Eliminating discrimination and harassment, promoting positive attitudes

In general, children in the school are very used to working with each other and treat each other with fairness and tolerance. There is no evidence of particular issues of harassment towards disabled children (Anti-Bullying Questionnaire, Inclusion Questionnaire), although this should continue to be monitored carefully. Around 3 years ago, children and parents were given a workshop about Autism, with much positive effect.

- **This should be repeated as needed to ensure that children's understanding is accurate. It should also be explored how children's awareness of different issues can be raised positively**

2E: Encouraging participation in public life

All children are encouraged to participate in the life of the school through School and Class Councils and various trips, clubs, support systems and opportunities - including Peer Mediating, Buddying, Inter-school leagues, sports, arts, cookery, environment and ICT clubs

- **There are certain areas within the school where difficulties with full and active participation for all can become apparent. These have been highlighted as trips, PE lessons and playtimes. Actions to tackle these issues can be seen in the Action plan.**

2F: Taking steps to meet disabled people's needs, even if this requires more favourable treatment

As far as possible, disabled children at Wood Lane are treated equally and given equal opportunities. However, on occasions, it is necessary to put in place additional support to allow this. See the Action Plan for agreed additional steps.

- **The issue of whether the school should put in place additional steps to support and encourage disabled adults to use the school requires further exploration.**

The Accessibility Action Plan aims to increase access to education for disabled pupils and covers 3 main areas:

I: Increasing the extent to which disabled pupils can participate in the school curriculum.

Target	Actions	Who, where, when	Monitoring
Increasing understanding of disabilities	Further autism and dyslexia training for all staff Use relevant IDPs effectively for staff training Provide information to children about disabilities they may encounter, systems based on individual need	LH to speak to LG SB & SMT through staff meetings and TA training All staff through SEAL and school assemblies.	Impact through classroom observations, Inclusion Questionnaire Impact through children's awareness and treatment of each other
Increasing opportunities for participation for children with physical needs in PE lessons	Improve range of equipment available Review PE plans to ensure maximum participation	Research with support of Blackfriars school Review with class teachers, Physio and Teaching Assistants. Involve individual parents as necessary.	Impact through lesson observations and informal feedback from children, Inclusion Questionnaire
Ensure that disabled children can access all trips	Additional preparation and sighting of each location Involve parents (and children if appropriate) in the planning Ensure that TAs are fully trained and prepared to deal with specific issues on each trip	GR Class teachers, with support of GR or Teaching Assistants if nec.	Impact through Trips and Visitors timetable and informal feedback from children and parents
Improve support systems at playtimes	Timetable TAs to cover playtimes, training on playground games Re-energise Buddies to support children in the playground	SMT GR/LH LH	Impact through Anti-Bullying Questionnaire, School Council and informal feedback

li: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Target	Actions	Who, where, when	Monitoring
Improved access to playground equipment	Research suitable playground equipment, gather information from children – School council and Learning Platform survey Explore other methods of funding	GR, School Council, Task Group GR & SMT, Task Group	Impact through School Council and informal feedback
Create a place for children to go to when needed	Provide additional canopies for children who don't like, or are unable to run around. Outdoor seating space in quiet garden – screened	GR /SMT with parent support for building/painting etc. GR/SMT	Impact through informal observations, feedback and incident records
Continue to upgrade the school's accessibility as recommended in Accessibility Audit.	Include recommendations in school asset management plan.	Governor Health, Safety and Premises committee.	Same committee.

lii: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled.

Target	Actions	Who, where, when	Monitoring
To ensure children and staff can access newsletters	Audit of parents/carers' literacy skills Child-friendly version of newsletter trialled / information on interactive display in lower school entrance	Questionnaire GR/LH	Feedback from parents and children
To ensure all children can access information in and around the classroom	Continue to use visual prompts / timetables / social stories etc. to support children in class Train new staff with these strategies Review and improve available resources	Class teachers and support staff	Observations in class Informal feedback from children

3: Making it happen

3A: Management, coordination and implementation

This scheme is supported by a detailed action plan for the next 3 years. This plan will become part of the SDP and will be monitored and reviewed in the same way. Progress will be reported to governors annually and the scheme and action plan will be reviewed and updated at the end of the 3-year period in 2013.

The Health and safety committee will meet termly to discuss progress through the Action Plan and any new issues arising.

3B: Getting hold of the school's plan

This DES and Accessibility Action Plan will be published on the Learning Platform, and available to all as a hard copy from the school.

Reviewed: 28th Sept 2016

Next Review: Sept 2019