



Accessibility Plan

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WOOD GREEN SCHOOL

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002. At all times Wood Green School will also be equally aware of the needs of disabled staff, parents and visitors.

Principles

Compliance with the DDA is consistent with the school's aims, equal opportunities policy, and the operation of the school's SEN policy;

The School recognises its duty under the DDA (as amended by the SENDA):

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

In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002).

The school recognises and values 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.

The school provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to students' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of students.

All staff will have access to appropriate INSET to enable them to make reasonable adjustments to meet more fully the needs of disabled students with regards to accessing the curriculum.

Key Objectives

- To reduce and wherever possible eliminate barriers to access the curriculum and full participation in the school community for students and prospective students with a disability.
- To provide a caring and friendly environment for children with disabilities.
- To provide all necessary resources within reason to cater for the identified needs of the individual students.

- To promote an understanding of disabilities throughout the school and an awareness of the needs of students with a disability.
- To continue to work in partnership with Springfield Special School, which is co-located on Wood Green School site.

Context

Wood Green School will continue to seek the advice of LA services, and of appropriate health and other professionals. The School aims to provide a full access to all aspects of the curriculum.

We work alongside Springfield Special School, which is collocated on our site, and with whom we enjoy a special relationship. Springfield students have access to the curriculum provided by Wood Green and similarly, Wood Green receives excellent support from Springfield with access to their facilities and staff expertise. Additionally, Springfield staff are trained to a high level which includes the physical emergency evacuation of disabled students.

Physical Environment

The school will take reasonable account of the identified needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

Provision of Information

The school will make itself aware of local services, including services provided by the Local Authority, for providing curriculum and other information to students, staff, parents and Governors in alternative formats, for example the use of 'Communication in Print' software as used by Springfield School. The Local Authority SEN Support Services are also available to give advice, support and training about producing accessible versions of publications.

Current School Provision

Front of School	Disabled car parking bay Enhanced exterior lighting Disabled toilet with alarm
Sports Hall Entrance	Non-slip ramp with support hand rail
Sports Hall corridor	Disabled toilet with alarm Safety shower with alarm
Sixth Form	Lift to upper floor Evacuation chair provided Disabled toilet with alarm
Gardens	Covered walkways Ramp to restaurant
Main School Corridor	Lift to upper classrooms Disabled toilet

Space 2 Learn	Non-slip ramp with hand rails Disabled toilet Shower Enhanced visual and audible safety alarms Widened doors for wheelchair access Ramp to garden and courtyard with a small animal area
Learning Resource Centre	External ramp Push/pull labelling on doors Symbols as well as text emergency signs Wheel chair friendly desks Enhanced visual and audible safety alarms
Science	External ramps with hand rails to main school and external classroom
Design and Technology	External ramps with support hand rails to department main entrance. Ramp only from the technology ICT suite
Specialist Classrooms	All specialist classrooms are available located on the ground floor: art, music, science, PE, DT, Food Technology, textiles, music, and drama. With the exception of ceramics which is accessible via the lift in the main school thoroughfare.
Covered Walkways & Access from Playground	Wood Green School has had paths widened and a covered walkway built to enable easy wheelchair access from Springfield Special School and for our own students to move around the school more easily. Disabled ramp with handrails from lower school playground to the main school corridor, bypassing steps.
Restaurant	This is wheelchair friendly and designed for ease of access for all students.
Information and Communication Technology	Wheelchair access to computers in the LRC and A5 Screen reader software Screen magnifier software for the visually impaired.
Swimming Pool	This is located on a level part of the school grounds allowing easy access for all students.
WODC Changing Rooms	Changing complete with shower and toilet facilities for the disabled

Action Plan

The Plan will be monitored by the Governors' Community Committee and adapted as appropriate.

Area	Action	Outcome	Monitoring
Physical Access	To repair the external concrete ramp of S2L and the hand rail by the completion of Term 4.	A smooth non-slip service for easy access complete with hand rail.	OSM Deputy Head

	Be prepared to re-room to meet student needs where appropriate.	To enable all students to attend lessons.	
Curriculum Access	<p>To provide TA help with changing for sporting activities for students with identified individual needs according to their statement of educational needs.</p> <p>To provide INSET for all staff in providing appropriate teaching strategies to meet individual student learning needs e.g. in 2012/13:</p> <p>Term 1 focus: Questioning</p> <p>Term 2 focus: AfL</p> <p>Term 3 focus: Differentiation</p> <p>To provide written guidance for staff on all of the above topics and publish them in the staff handbook. To publish 'top tips' to engage students and hold meetings about individual student needs.</p>	<p>Allow all to participate in sport</p> <p>To enable students to access the curriculum.</p> <p>To raise student achievement</p> <p>Sharing best practice</p> <p>To improve students' learning and outcomes</p> <p>To raise staff awareness.</p> <p>To provide the appropriate methods of teaching across the school.</p> <p>To provide full curriculum access.</p>	<p>Deputy Head & SENCO</p> <p>Headteacher & CPD Committee</p> <p>Heads of Departments & SIG+</p> <p>Heads of Departments & SIG+</p> <p>SENCO</p> <p>Learning Walks Deputy Head Leadership Team</p>
Examination Access	To ensure that all curriculum activities are open to every student.	Full examination access.	Deputy Head Examinations Manager SENCO

	To provide special considerations and controlled assessment support where there is an identified need and meeting the examination board criteria.		Inclusion Manager
Information Access	Laptops provided for examinations and word processing when required for students with identified educational needs. To purchase 'Kindle' readers for the Learning Resource Centre	To assist with examinations To enable individual students appropriate font size for reading. A pilot scheme for a group of students in its first year (2013).	Exam Manager Headteacher & LRC Manager

Overall monitoring of this plan will be by the Governors' Community Committee on an annual basis. Reports and updates to the Governors' Community Committee will be undertaken by the OSM.