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**WOODCHURCH ROAD**  
ACADEMY



# **WOODCHURCH ROAD**

## **A C A D E M Y**

# **Accessibility Plan**

Next Review Date: January 2025

## Woodchurch Road Primary School Accessibility Plan

At Woodchurch Road we are committed to providing an accessible environment to all pupils, staff, parents and visitors with regard to their needs.

Definition: "A person has a disability if he or she has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities." (Equality Act 2010)

### Aims:

- To ensure that all our pupils, including those with disability or sensory impairment, have equal access to the curriculum.
- To improve and maintain access to the physical environment of the school, adding specialist facilities as necessary to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- To improve the availability of accessible information to disabled pupils.

**This policy should be read in conjunction with the following policies:**

- CAT SEND Policy
- SEND Information Report
- Health & Safety Policy
- Anti-bullying Policy
- Safeguarding Policy

### Tracking and monitoring of Accessibility

Possible accessibility issue	Actions in place	Frequency of actions	Monitoring of actions
<b>Attainment of pupils</b>	Data analysis and regular monitoring carried out to track pupil progress	Termly pupil progress reviews	Curriculum leaders and SLT monitor progress reviews termly
<b>Meeting the needs of sensory impaired pupils</b>	Work with specialist staff; provide appropriate resources e.g. coloured overlays, paper, writing boards; radio hearing device; provide support and intervention as required.	Termly pupil progress reviews	SENDCO monitors pupil profiles and interventions at least termly or more often if required
<b>Meeting the needs of SEN children</b>	Differentiated curriculum; individual pupil profiles identifying support and targets following "assess-plan-do-review" cycle.	Termly review of pupil profiles	SENCO monitors pupil profiles and interventions at least termly or more often if required



<b>Resources</b>	Appropriate resources to support access (including visual timetables, now and next cards, feelings cards, headphones. Makaton signs etc) Safe spaces available for children with social/communication/emotional needs.	Ongoing throughout year in line with pupil needs	Class Teacher to monitor resources in place
<b>Access to the Curriculum</b>	The school curriculum is accessible to all pupils via extra adult support during class sessions, residential visits or out of class interventions.	Ongoing tracking of pupil needs throughout the school year	Monitored by Head Teacher, SLT and individual adults who give support. Pupil needs are reassessed regularly and support adapted to suit needs.
<b>Access through the school building</b>	School has wide doors/corridors for accessibility; accessible toilet; disabled parking space. Equipment provided to accommodate pupils with mobility needs. Whilst school has stairs, practical adjustments (e.g. classroom and hall spaces available on ground floor) can be made to ensure this does not provide a barrier for those pupils or staff with mobility needs.	Ongoing in line with pupil needs	Monitored regularly by SLT and Site maintenance officer.

### **MONITORING & REVIEW**

It is the responsibility of the Headteacher and Governing Body to monitor the effectiveness of this Accessibility Plan by:

- Monitoring the progress of children with disability, comparing them with the progress made by able bodied children.
- Assess the impact of this plan through regular review of the action plan above.
- Provide training for staff in accessibility needs and raising awareness of disability discrimination.