



Woburn Lower School

Accessibility Plan 2024-2027

At Woburn Lower School we are aware that we have a general duty under the Equality Act of 2010. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents, staff and governors of the school.

Purpose of Accessibility Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the curriculum, written information and physical environment so that all pupils with a disability can take full advantage of their education and associated opportunities.

Definition of Disability

Disability is defined by the Equality Act 2010 as: "A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities."

Key Objective

To increase and ensure that pupils with a disability have total access to our setting's curriculum, information and environment enabling full participation in the school community.

Our Aims

Woburn Lower School aims to ensure that the accessibility of provision for all students, staff and visitors to the school remains a key priority,

The Accessibility Plan will contain the relevant actions to:

- Improved awareness of Equality and Inclusion.
- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
- Increase access to the curriculum for pupils with disability, ensuring that all pupils with disabilities are equally prepared for life as are able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as after-school clubs etc. It also includes provision of specialist aids and equipment, which may assist pupils in accessing the curriculum within a reasonable timeframe.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. This may include hand-outs, timetables, textbooks and information about school events. The information should be made available in preferred formats within a reasonable timeframe.

Contextual Information

*Woburn Lower School is located in a small village with limited public transport services

It is a lower school for students aged 4 – 9 years

- 60 students attend (January 2024)
- The school consists of two buildings, the main building being a Grade 1 Listed two storey building with stair access to the upper floor and a Grade 2 single storey building used as a hall.

Related Policies

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum Policies
- School Development Plan
- Governor Training Plan
- Health and Safety Policy
- Special Educational Needs Policy
- Disability Equality Scheme
- Behaviour Policy
- Health and Safety

Action Plan

The action plan will be monitored by the governors and updated as appropriate. Evaluation and progress of the plan will be made by the governing body through an annual report by the relevant committees. The advice and support of the Local Authority will be sought where necessary in implementing the plan and in the development of any capital related to work at Woburn Lower School.

Audit of Current Provision and Action Required

A - Curriculum Access

Success Criteria	Evidence	Action Required	Who/When?
<ul style="list-style-type: none"> • Inclusion underpins all policy and practice; all staff strive to remove barriers to learning 	<ul style="list-style-type: none"> • Effective liaison with parents and carers • Staff meetings • Provision Map reviews • Lesson observations 	<ul style="list-style-type: none"> • Continuing CPD • SEN Staff Meetings highlighting accessibility • Inclusion and accessibility identified as a key priority in recruitment 	<ul style="list-style-type: none"> • CPD needs identified and offered • Termly meetings with SENDCo and staff • Provision Map and Statement reviews with SENDCo, staff and parents • HT and Governors in recruitment processes
<ul style="list-style-type: none"> • All staff have high expectations for all pupils 	<ul style="list-style-type: none"> • Tracking and target-setting • Lesson Observations 	<ul style="list-style-type: none"> • Assessment and Monitoring meetings 	<ul style="list-style-type: none"> • Termly with HT, Senior teacher and staff
<ul style="list-style-type: none"> • Teachers and TAs have the necessary training to teach and support pupils with a range of disabilities; they have access to specialist teachers and external agencies for information and advice • TAs appointed to work with identified pupils 	<ul style="list-style-type: none"> • INSET records for individual and whole school training; CPD file. • External Agency written reports and advice (eg OT, Physio, Audiologists, Advisory Teachers etc) 	<ul style="list-style-type: none"> • Emerging issues raised and addressed • CPD as required • SEN Staff Meetings highlighting issues • External advice sought as appropriate and Outreach support arranged as required 	<ul style="list-style-type: none"> • ASAP after issues identified in consultation with HT(CPD) • On-going assessment of need HT(CPD) • Termly with SENDCo and staff • SENDCo liaison to consult external agencies

<ul style="list-style-type: none"> • Additional requirements for pupils with specific needs are recognised by staff 	<ul style="list-style-type: none"> • Provision maps clearly identify specific needs; all staff made aware • Care Plans in place for pupils with allergies/medical needs • Additional time given as appropriate to complete tasks, and move around school • Measures in place • Modified/alternative experiences provided on rare occasions that activities are not accessible • Details evident in planning • Appropriate modifications made for SATs/Assessment 	<ul style="list-style-type: none"> • Emerging issues raised and addressed • Alternative ingredients provided for cooking activities • SEN Staff Meetings highlighting accessibility issues 	<ul style="list-style-type: none"> • ASAP after issues identified in consultation with HT • Termly with SENDCo and staff • HT ensure compliance
<ul style="list-style-type: none"> • Lessons provide opportunities for all pupils to achieve 	<ul style="list-style-type: none"> • Appropriate TA support and resources available • Lesson plans and observation records with evidence of necessary adaptation and differentiation • Provision maps 	<ul style="list-style-type: none"> • Monitoring of planning • Key priority for lesson observations, learning walks and appraisal • Planning checks, drop-in observations • Monitoring of provision 	<ul style="list-style-type: none"> • Subject Area Leaders and HT • On-going by SENDCo and HT • Termly meetings with SENDCo and staff

<ul style="list-style-type: none"> • Classrooms are optimally organised for disabled pupils 	<ul style="list-style-type: none"> • Furniture arranged to improve accessibility and to accommodate necessary equipment. • Optimal seating position for pupils with visual or auditory difficulties • 'Safe' areas identified for pupils as required 	<ul style="list-style-type: none"> • Effective communication regarding needs of pupils moving year groups or new pupils 	<ul style="list-style-type: none"> • Monitored by HT
<ul style="list-style-type: none"> • Pupils with emotional, social and behavioural difficulties are supported in school 	<ul style="list-style-type: none"> • Small group social skills work with trained TA 	<ul style="list-style-type: none"> • External advice sought as required • Groups identified and changed as appropriate in consultation with staff • Timetable arranged 	<ul style="list-style-type: none"> • External advice sought as required • Groups identified and changed as appropriate in consultation with staff • Timetable arranged
<ul style="list-style-type: none"> • All pupils are encouraged to take part in music, drama and physical activities 	<ul style="list-style-type: none"> • Full inclusion, extra-curricular clubs, church visits, concerts, performances etc. 	<ul style="list-style-type: none"> • Risk assessments and accessibility checks carried out as required 	<ul style="list-style-type: none"> • All staff • HT to monitor
<ul style="list-style-type: none"> • Awareness of additional ICT allowing access for pupils with additional needs 	<ul style="list-style-type: none"> • Use of appropriate equipment in place eg hardware and software 	<ul style="list-style-type: none"> • Liaise with Specialist Advisory Support Service 	<ul style="list-style-type: none"> • SENDCo/Computing subject leader to respond to need
<ul style="list-style-type: none"> • School visits are accessible to all pupils, regardless of attainment or impairment 	<ul style="list-style-type: none"> • Consultations with parents • All risk assessments include info regarding pupils with disabilities 	<ul style="list-style-type: none"> • Additional adult support arranged as appropriate • Appropriate transport considered and arranged 	<ul style="list-style-type: none"> • HT to oversee

B - Access to Information

Success Criteria	Evidence	Action Required	Who/When?
<ul style="list-style-type: none"> • Staff are familiar with technology and practices to assist pupils • Appropriate provision made when meeting with anyone who has a disability 	<ul style="list-style-type: none"> • External advice given by specialists • Lesson observations • Meetings address specific needs appropriate seating and positioning 	<ul style="list-style-type: none"> • Assessment of training needs 	<ul style="list-style-type: none"> • SENDCo and subject leaders to respond to need
<ul style="list-style-type: none"> • The school will liaise with LA support services and other external agencies to provide information in an appropriate format to provide advice • Written information is provided in appropriate format/ medium • The school ensures that in lessons and meetings information is presented in a user-friendly way 	<ul style="list-style-type: none"> • Information is made available in simple, clear language • Texts in different languages, large print, Braille etc are made available on request • Information duplicated to parents living separately 	<ul style="list-style-type: none"> • Ensure that all parties are aware of the options • Letters and reports posted or emailed to parents 	<ul style="list-style-type: none"> • HT/Office Manager on request or Need is identified • Office Manager when printed matter is distributed

C - Physical Environment Access

Success Criteria	Evidence	Action Required	Who/When?
<ul style="list-style-type: none"> Furniture and equipment, selected, adjusted and located appropriately 	<ul style="list-style-type: none"> 'Workstations' placed where required Writing slope, wedge support, pencil grips, non-slip table mats, enlarged texts, coloured overlays etc all provided as appropriate 	<ul style="list-style-type: none"> Ensure equipment is provided and used as per specialist advice Monitor provision in observations 	<ul style="list-style-type: none"> SENDCo to liaise with staff and order equipment as appropriate Drop-in observations HT
<ul style="list-style-type: none"> Signs are uncomplicated and unambiguous Pathways around school are safe and directions clear 	<ul style="list-style-type: none"> Clear signage Surface of paths even and well swept 	<ul style="list-style-type: none"> Regular checks made 	<ul style="list-style-type: none"> Checks monitored by HT/H&S Gov
<ul style="list-style-type: none"> Emergency and evacuation systems are established 	<ul style="list-style-type: none"> Auditory Alarms PEEPs in place for identified pupils 	<ul style="list-style-type: none"> Designated staff aware of procedures for identified pupils through written plans 	<ul style="list-style-type: none"> Review and inform when changes of staff or class occur
<ul style="list-style-type: none"> All areas are well lit 	<ul style="list-style-type: none"> Audited by CBC Condition Survey Surveyors /Engineers Monitored by H&S Governor 	<ul style="list-style-type: none"> Automatic/light sensitive/ timed lights in identified external and internal locations Bulb checks/replacement carried out 	<ul style="list-style-type: none"> Schedule of checks by monitored by HT and H&S Gov

Headteacher: P Black

Date: January 2024

Governor:

Date: January 2024

To be reviewed: January 2027

