



Woodside Group

Accessibility Policy and Plan

At Woodside Group our values reflect our commitment to a culture where there are high expectations of everyone. Students are provided with high quality learning opportunities so that each student attains and achieves all that they can. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school feels that they truly belong and are valued. We work hard to ensure there are no invisible students here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. Designated persons are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against students because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Objectives

Woodside Group is committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Woodside Group Accessibility Plan shows how access is to be improved for disabled students, students with special needs, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for students with a physical disability and/or sensory impairments; including autism, expanding the curriculum as necessary to ensure that students with a disability are as equally prepared for life as the able-bodied/minded students; this covers teaching and learning and the wider curriculum of the school such as participation in leisure and cultural activities or day trips – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these students in accessing the curriculum within a reasonable timeframe;
- Improve and maintain 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;
- Improve the delivery of written information to students, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Woodside Group Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Whole school training will recognise the need to continue raising awareness for staff and students on equality issues with reference to the Equality Act 2010.

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

- Behaviour Management Policy
- Health & Safety Policy
- Admissions Policy

The Accessibility Plan will be reviewed on an ongoing basis and treated as a living document with accessibility audit questions, embedded in half termly H&S audits.

The Accessibility Plan will be published on the school website and monitored by the Director of Operations and Director of Education.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010. It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Date of issue: January 2011
Date of review: September 2020
Next Scheduled Review: September 2021
Document Owner: Director of Operations and Director of Education

Schedule 21: Action Plan A – Improving Physical Access

Ref	Targets	Strategy	Perceived Benefit	Time Scale	Responsibility
1	*To be aware of access needs for all students and visitors.	<ul style="list-style-type: none"> a) Access requirement question in visitors policy. b) Create access plans (and individual evacuation plans, if necessary) for individual students, as required, through review of documentation and awareness of any emerging need. c) Annual reminder to parents/carers for changes in need via Family Link Worker. d) To check daily that nothing would prevent wheelchair access. 	<ul style="list-style-type: none"> a) Sites are accessible for all visitors. b) Students can access a full and enriching education at Woodside Group bases. c) Sites are accessible for parents. d) Wheelchair users feel welcome. 	Ongoing	<ul style="list-style-type: none"> a) Admin b) Head of Base c) Family Link Worker d) Head of Base

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Schedule 22: Action Plan B – Improving Curriculum Access

Ref	Targets	Strategy	Perceived Benefit	Time Scale	Responsibility
1	For all students to have equal access to the curriculum.	<ul style="list-style-type: none">a) Ensure all staff have appropriate training to support individual needs of students within the cohort.b) Individualise educational plans and curricular approach based on student preferences and needs.c) Break down every EHCP and professionals report to ensure best access to education for all.	<ul style="list-style-type: none">a) Ability of staff to perform duties in line with student needs.b) Full access to curriculum and maximisation of potential.c) Full access to education for all.	Ongoing	Head of Base/Assessment & Curriculum Manager

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Schedule 23 Action Plan C – Improving the Delivery of Written Information

Ref	Targets	Strategy	Perceived Benefit	Time Scale	Responsibility
1	To make all written material in alternative formats when specifically requested.	a) Visitor policy to include a preparatory question regarding any specific need for alternative formats of any written information provided.		As required	Admin

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