

The Woodland Federation of Peak District Schools

Accessibility Plan 2022

“There is no trust more sacred than the one the world holds with children. There is no duty more important than ensuring that their rights are respected, that their welfare is protected, that their lives are free from fear and want and that they can grow up in peace”

~Kofi Annan

The Purpose of this Plan

This plan shows how The Woodland Federation of Peak District Schools intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Definition of disability

A person has a disability, if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Contextual Information

The Woodland Federation of Peak District Schools was formed in 2018, when Great Hucklow CE Primary and Peak Forest CE Primary formalised their working partnership by becoming a hard federation with one governing body, working together for the good of all pupils and the community. The federation was extended in September 2019, when Stoney Middleton CE Primary School, joined as a collaborating school, whilst determining whether to formally federate. Stoney Middleton formally joined the federation in September 2021.

Peak Forest CE Primary School

Peak Forest Church of England Primary School was originally built in 1868. The main school building has not changed over the years but a new extension was built and opened in September 2005 which compliments the original building and allows for more classroom space. The playground was vastly improved in 2017, thanks to lottery funding, as was the outdoor Early Years area. At present we have no wheelchair dependent pupils, parents or members of staff but we do have ramp access to the building if necessary.

Great Hucklow CE Primary School

Great Hucklow Church of England Primary School has proudly stood in the woodland area of Great Hucklow since 1872. The school building was extended in 2011 to add an additional classroom and facilities. Lottery funding gained in 2014 improved the playground facilities

Stoney Middleton CE Primary School

There has been a church school in Stoney Middleton for over 180 years having been built in 1835. The school still resides in the original school building which has been enlarged and improved over time.

In 2000 the school was enlarged to accommodate more children with a classroom being developed upstairs. This is used for KS2 lessons.

At present we have no wheelchair dependent pupils, parents or members of staff.

Current range of known disabilities

The schools within the federation serve children with a wide range of needs. Children with no known disabilities or learning needs, children with a range of disabilities which include moderate and specific learning difficulties, and children who attend school on a flexi-school basis.

Areas of planning responsibilities

Under the Equalities Act 2010

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

, Schools must implement accessibility plans (4.29) which are aimed at:

1. Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits).
2. Improving access to the physical environments of schools (this includes improvements to the physical environment of the school and physical aids to access education).
3. Improving the delivery of written information to disabled pupil (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils). The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

1. Increasing access for disabled pupils to the school curriculum

Improving teaching and learning lies at the heart of the school's work. Through self-review, staff appraisal and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, mixed age, inclusive classes. It is a core value of the federation that all children are enabled to participate fully in the broader life of the school.

Target	Strategies	Time Scale	Responsibility	Success Criteria
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Increase confidence of all staff in differentiating the curriculum	<ul style="list-style-type: none"> • SENCO works alongside classteachers to develop Individual and Group Education Plans for the children which clearly identify ways to differentiate and support the children in their learning. • Identify areas of need for staff development. 	April 2022 and ongoing	Headteacher & SENCO	Raised staff confidence in strategies for differentiation and increased pupil participation.
Use ICT software to support learning	<ul style="list-style-type: none"> • Make sure software is purchased and installed where necessary. 	As required.	Executive Leadership Team & ICT technician.	Wider use of SEN resources in classrooms
Educational Visits accessible to all	<ul style="list-style-type: none"> • Develop guidance for staff on ensuring that all venues are fully accessible to all pupils. • Ensure each venue is vetted for appropriateness. 	Ongoing	Headteacher & EVC	Educational Visits, to enhance the curriculum, are accessible to all.
Physical Aids provided to support access to the curriculum	<ul style="list-style-type: none"> • Identify needs of individual pupils as part of IEP/GEP process. • Writing slopes • Wobble cushions • Pen/pencil grips • Overlays • Reading Pens 	Ongoing	SENCO & Class teachers	Physical Aids are provided to pupils, and used, to ensure access to education is effective.

2. Improving access to the physical environment of the school

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known as they enter the school.

Target	Strategies	Time Scale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	<ul style="list-style-type: none"> • To create access plans for individual disabled pupils as part of the EHCP process when required. Be aware of staff, governors and parents access needs are met as appropriate. • Consider access needs during recruitment process. • PEEP plans in place for all who require. 	As required. Induction and on-going if required.	Headteacher & SENCO	EHCP's in place for disabled pupils and all staff are aware of pupils needs. All staff and governors feel confident their needs are met. Parents have full access to all school activities. Access issues do not influence recruitment and retention issues.
Layout of school to allow access for all pupils to all appropriate areas of school	<ul style="list-style-type: none"> • Ramps to be investigated and purchased for internal areas of Peak Forest and Great Hucklow Primary School. • Stoney Middleton upstairs classroom is inaccessible to wheelchair users. If necessary school arrangements to be changed (using a downstairs classroom). • Meet with the Local Authority to identify what alterations may need to be made. 	As required.	Head/Governors, School Buildings Team	Access for all as necessary

Improve internal and external environment access for visually impaired people.	<ul style="list-style-type: none"> • Ensure blinds are kept in good order. • Ensure that internal steps are kept in good order with high visibility paint. • Ensure doors are painted a contrasting colour to the walls. 	On-going as required.	Head, H&S Governor	Visually impaired people feel safe in the environment.
Ensure that any disabled pupils can be safely evacuated (using PEEP)	Ensure that PEEPs are prepared for any pupils with disabilities entering the school (as part of ECHP process and induction to school)	As required.	Head, SENCO	All disabled pupils and staff working alongside are safe in the event of a fire.

3. Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils, available to disabled pupils and parents. Examples might include: handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Target	Strategies	Time Scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible and	<ul style="list-style-type: none"> • Provide information and letters in clear print, in simple English. • School office will support and help parents to access information and 	During induction of pupil and on-going	School Office Head	All parents receive information in a form that they can access. All parents understand what they have received and the headlines of the school.

in preferred format.	<p>complete school forms as necessary.</p> <ul style="list-style-type: none"> • Newsletters provided electronically allows for readers to use zoom to increase size. 			
Improve the delivery of information in writing in an appropriate format.	<ul style="list-style-type: none"> • Provide suitably enlarged, clear print and use matt laminates for pupils with a visual impairment. • Backgrounds and overlays used as required. 	As required	Office, Head, SENCO	Excellent communication. Ongoing appropriate use of resources.
Ensure all staff are aware of guidance on accessible formats.	<ul style="list-style-type: none"> • Guidance to staff on dyslexia etc. and accessible information. • IWB resources prepared with visual impairments considered. 	Ongoing	SENCO	Staff produce own information in an accessible format.
Provide information in other languages for pupils or prospective pupils.	<ul style="list-style-type: none"> • Access to translators, sign language interpreters to be considered and offered if possible. 	As required	SENCO	Pupils and or parents feel supported.