



Woodlane High School

achieving success in a nurturing environment

School Accessibility Plan

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Disability Discrimination Act – School Accessibility Plan

1. Introduction

- 1.1 New duties came into effect in September 2002, extending the Disability Discrimination Act 1995 to cover every aspect of education.
- 1.2 The Special Educational Needs & Disability Act 2001 amends the Disability Discrimination Act to prevent discrimination against disabled people in their access to education. The duties make it unlawful to discriminate, without justification, against pupils and prospective pupils, in all aspects of school life.
- 1.3 The principle behind the legislation, fully supported by the school, is that wherever possible disabled people should have the same opportunities as non-disabled people in their access to education.
- 1.4 From September 2002 there has been a requirement for the school to publish an annually revised accessibility plan to help ensure that:
 - All pupils have full access to curriculum and school experiences
 - The school has sufficient capability to help individual pupils overcome barriers to learning

2. Our Context

- 2.1 Woodlane opened on its present site as a 'new build' school in February 2000. The school design brief stressed the fundamental importance of full-access for pupils, visitors and staff (with particular reference to sensory impairment and/or physical disability).
- 2.2 A 'new block' was built during 2014/2015, connected to the North West side of the building. It contains two teaching rooms, a sensory room, a small learning space (which is now being used) as a small classroom, toilets and a staffroom. It opened in February 2015 enabling the school's roll to increase to 100.
- 2.3 The school is located on the ground floor of the building with full wheelchair access throughout.
- 2.4 Many rooms have spaces adapted for wheelchair access, including the food technology and Computing suite. In the summer of 2023 a partial refurbishment took place in our core classrooms, this design was mindful of accessibility and included adjustable tables, zoned areas etc.
- 2.5 The school has a 'wet room' with shower and disabled-access toilet facilities; there is a disabled-access toilet on the ground floor and additional disabled-access toilets and showers on the upper

floor accessed via a lift.

- 2.6 The school works to ensure that there is pupil-centred approach to problem solving and works closely with the pupils, parent/carers and other professionals to ensure that all pupils' needs are assessed carefully and strategies put in place to enable full access to the curriculum and learning environment.

3. The Accessibility Plan focuses on the following areas:

1. To ensure that all pupils have full access to the curriculum / learning experiences on offer in school.
2. To improve the interior learning environment to ensure it enables all pupils to have full and safe access to classrooms & associated spaces.
3. To enable all pupils to have an enriched experience of the PE curriculum.
4. To help pupils to make informed healthy lifestyle choices.

Core Values	Strategies	Outcomes
<p>1. To ensure that <u>all</u> pupils have full access to the curriculum / learning experiences on offer in school.</p>	<ul style="list-style-type: none"> Regularly review accessibility strategies currently in place for those pupils where accessibility issues present a potential barrier to learning. Work with colleagues/professionals to ensure that the barriers to learning are addressed (e.g. purchase of specialist equipment such as the MotoMed, differentiating learning resources; for SpLD and dyslexia assessment, SaLT, psychotherapy, physiotherapy etc.). Ongoing development of teaching & learning skills via staff Continuing Professional Development programme to ensure staff skills reflect the changing/individual needs of pupils. Ensure our love to read agenda is high profile, including our phonics programmes. 	<p>Pupils' needs are assessed on arrival at the school, and ongoing assessment of pupils' needs continue to ensure that no pupil is discriminated against or denied access to the curriculum /learning experiences because of their SEND/barriers to learning.</p> <p>The staff team have focused training and support to enable them to deal, with confidence, with changing levels and complexity of need.</p> <p>Pupils' reading ability is improved increasing wider access to the curriculum.</p>
<p>2. To improve the interior/exterior learning environment to ensure it enables <u>all</u> pupils to have full and safe access to classrooms & associated spaces.</p>	<ul style="list-style-type: none"> Clarifying and improving access to information throughout school through continuing access to ICT and improving access to the school Book Nook for all pupils. Continue to update computers/technology as required. The purchasing of accessible equipment such as touch screen computers benefits all pupils and provides accessible opportunities for all pupils to work within computing and all curriculum subjects. Encouraging school routines that help pupils access the curriculum safely (e.g. 'School Learner's Code', walking in corridors, lining up outside lessons, etc.) Use of independence developing aids, such as; school planners to develop organisational skills and ties to ensure pupils look smart and develop coordination and life skills. Refurbish the next 3 classrooms/areas to suit the learning needs of the 	<p>Through implementing simple practical measures, pupils are encouraged to become increasingly independent learners, able to function safely and navigate confidently around the school environment.</p> <p>The English/Maths/Science room offer an excellent environment for learning and are an example of best practice for SEND.</p>

	<p>pupils, using a similar design to English/Maths/Science.</p> <ul style="list-style-type: none"> • Build 2 x classrooms at the back of the school to more suitably accommodate our Nurture provision. 	
<p>3. To enable all pupils to have an enriched experience of the PE curriculum</p>	<ul style="list-style-type: none"> • Maintain links with Burlington Danes Academy/other local schools to ensure access to playing fields for events such as sports day, and competitive games with mainstream pupils. • To provide a range of enrichment opportunities for break/lunch times through our break and lunch time curriculum and after school; including dance, cooking, Computing, games activities etc. Accessible sports incorporated in to the curriculum and break/lunchtime/after school club timetable. • To work in partnership with external agencies such as Albert and Friends and Bike Works, to ensure that the PE curriculum on offer is rich and varied. 	<p>Close partnerships between the school and specialist support services enables pupils to have an improved PE experience and develop skills in making informed healthy lifestyle choices. This continues the schools focus on the core values of the Healthy Schools Initiative. Woodlane was the first school in London to achieve Healthy School's Gold.</p>
<p>4. To help pupils to make informed healthy lifestyle choices</p>	<ul style="list-style-type: none"> • To work with the School Council to ensure that pupils are encouraged to make healthy lifestyle choices including providing a breakfast option, balanced school meals including salad bar, fruit at break times and access to water bottles. • The school nurse offers advice and investigates any issues that arise due to unhealthy lifestyles. • The PE teacher tracks fitness through the 'bleep test' throughout the term. Pupils are given targets related to their fitness levels, score and amount of exercise undertaken. • To ensure our ongoing mental health support continues, offering targeted support through specialist agencies where required. 	<p>Pupils feel partners in the process of finding solutions to barriers to learning and take a greater role in school decision making.</p> <p>Pupils are supported to manage complex choices related to their health and are more informed and healthy as a result.</p> <p>Pupil mental health is positively supported where required.</p>