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*An Academy within the Hales Valley Trust*

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# Woodside Primary School and Nursery School and Nursery

*Care – Aspire – Achieve*

## Accessibility Plan

**Mrs H Jennings**                      **Access & Inclusion Manager/SENCO**  
**To be reviewed annually: June 2024- June 2025**

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## **The Purpose of this Plan**

This plan shows how Woodside Primary School and Nursery aims to increase the accessibility of their 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 daily activities (Equality Act 2010).

## **Contextual Information**

Woodside Primary School and Nursery is a two form entry school, built in 1953. An extension was added in 2008 to create the Little Bears Nursery and the Children's Centre. More recently two new classrooms were built due to an increase in pupil numbers. The school is shaped like a capital E and made up of three corridors. The Nursery is now part of the School, and Children's Centre staff have now moved to other sites. This space is now used by The Hales Valley Trust to manage the multi-academy trust that we are now part of.

Woodside Primary School and Nursery is on one level with a small flight of stairs leading from the top corridor to the middle corridor, followed by another small flight of stairs leading to the bottom corridor. Each set of stairs has a wheelchair lift attached to it.

The school has two fully equipped care rooms one on the top corridor and one on the bottom. Wheelchair ramps have been built to improve access to the main front and rear entrances. Most exit doors in Key stage 1 and 2 have been replaced with wider, wheelchair friendly doors.

## **Current Range of Known Disabilities**

Woodside Primary School and Nursery school supports children with a range of disabilities which include moderate and specific learning disabilities and complex medical conditions.

## **Areas of Planning Responsibilities:**

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 environment 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 pupils (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 is at the heart of the ethos at Woodside Primary School and Nursery. 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 mostly mixed ability (with some setting where appropriate), inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

Target	Strategies	Time-scale	Responsibility	Success Criteria
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible. Ensure each new venue is vetted for appropriateness and risk assessments are carried out prior to any trip.	At least 1 month prior to the trip taking place	<ul style="list-style-type: none"> <li>Group Leader</li> <li>Access and Inclusion Manager</li> <li>Evolve (Deputy Headteacher to authorise)</li> </ul>	All pupils in school able to access educational visits and take part in a range of activities.
Breakfast and After-school clubs to be fully inclusive and accessible to all	When a school club is delivered by school staff, the school will ensure that the provision for all students is inclusive, so that no child is excluded because of their individual needs. When an after-school club is provided by an external agency, it is the responsibility of the after school club organiser to liaise with parents and the external provider as to the specific needs of the children attending and to arrange for those needs to be catered for.	As required	<ul style="list-style-type: none"> <li>After school club organiser</li> <li>External provider</li> </ul>	All pupils in school able to access all after school clubs and participate in a range of activities.
Use ICT software to support learning	Ensure appropriate software installed where needed.	As required	<ul style="list-style-type: none"> <li>ICT co-ordinator</li> <li>Access and Inclusion Manager</li> </ul>	Wider range of SEN resources available for use in classrooms

## 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	To create access plans for individual pupils with a disability when required. Be aware of staff, governors and parents access needs and meet as appropriate. Consider access needs during recruitment process.	As required Induction and on-going if required.	<ul style="list-style-type: none"> <li>Access and Inclusion Manager</li> <li>Physical Impairment &amp; Medical Inclusion Service (<b>PIMIS</b>)</li> </ul>	Individual risk assessments and Personal Emergency Evacuation Plans (PEEP) will be in place for disabled pupils and all staff that need to know will be made aware of pupils needs. All staff and governors feel confident their needs are met. Parents have full access to all school activities. Visitors are asked to complete a PEEP if required on entry to school so their needs can be met. Access issues do not influence recruitment and retention issues.
Layout of school to allow access for all pupils to all areas. (A 'Bullett' lift allows movement up two a small flights of steps within the building)	Consider needs of disabled pupils, parents/carers or visitors.	Already in place.	<ul style="list-style-type: none"> <li>Head teacher</li> <li>Premises Governor</li> <li>Site manager</li> <li>Access and Inclusion Manager</li> </ul>	Access for all
Ensure all disabled pupils can be safely evacuated.	Ensure relevant staff are aware of their responsibilities in relation to disabled pupils. Individual PEEPs drawn up	Already in place.	<ul style="list-style-type: none"> <li>Access and Inclusion Manager</li> <li>Physical Impairment &amp; Medical Inclusion</li> </ul>	All disabled pupils and staff working alongside them are safe in the event of a fire.

	and shared with relevant staff. Advice and support sought from the relevant local authority specialist support services.		Service (PIMIS)	
Ensure environmental checks are carried out throughout the school and that they are regularly monitored to support hearing impaired and visually impaired children where appropriate.	Individual PEEPs drawn up and shared with relevant staff. Advice and support sought from the relevant local authority specialist support services. Communication Friendly Environment.	On-going	<ul style="list-style-type: none"> <li>Local Authority Hearing Impaired and Visually Impaired advisory teachers in conjunction with Access and Inclusion Manager.</li> </ul>	All children have access to the appropriate environment.

### 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 hand-outs, 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.

Targets	Strategies	Time-scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print and in plain English. A Parentmail service is available for parents. School office and Pastoral team will support and help parents to access information and complete school forms.	During induction/ On-going  Current	<ul style="list-style-type: none"> <li>• School Office</li> <li>• Pastoral Team</li> </ul>	All parents receive information in a format that they can access.
Improve the delivery of information in writing in an appropriate format.	Provide suitably enlarged, clear print for pupils with a visual impairment. Use of Widgit online symbols can be used to support written information for those who may benefit from it.	As required	<ul style="list-style-type: none"> <li>• Class teachers</li> <li>• Access and Inclusion Manager</li> <li>• Visual Impairment Team <b>(VI)</b></li> </ul>	Excellent communication. On-going appropriate use of resources.
Provide information in other languages for pupils or prospective pupils.	Access to translators, sign language interpreters to be considered and offered if possible.	As required	<ul style="list-style-type: none"> <li>• Access and Inclusion Manager</li> </ul>	Pupils and/or parents feel supported and included.