



How Wood Primary School & Nursery

Accessibility Strategy

2022 – 2025

The Staff and Governors at How Wood Primary and Nursery School are committed to giving all our pupils every opportunity to achieve the highest standards within their capabilities. We offer a broad and balanced curriculum and an ethos which encourages a growth mindset. This results in high expectations for all our children and encompasses the 'whole child' where their attitudes, sense of well-being as well as their physical and medical needs are addressed.

Purpose of Plan

This plan shows how How Wood Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers, and visitors.

Definition of disability

According to the Equalities Act 2010, 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

How Wood Primary School and Nursery is a one form entry school in the village of How Wood. The School was built in 1968 and it comprises Nursery and Reception Classrooms, 2 Key Stage 1 Classrooms and 4 Key Stage 2 Classrooms. There is also a large Computing Suite and shared Library space along with large spaces for small group / individual work. Once inside the building all the classrooms are accessible by wheelchair. There is also a Log Cabin which is accessible by wheelchair. There is also a large disabled toilet.

The grounds are extensive and comprise 3 separate play areas for each of the Key Stages. The Nursery / Reception are directly accessible from the outside. Key Stage 1 and 2 classrooms are accessible via a slightly longer ramped route.

Current Range of disabilities within the School Community

Class Teachers and TAs together with the SENCo work closely with external professionals to support the needs of our children. We receive visits by, the Specialist Advisory Service for Early Years, Communication Disorders (ASD), Physical and Sensory Impairment and Visual Impairment, Specific Learning Difficulties Outreach Teacher, Educational Psychologist, Occupational Therapist, Speech and Language Therapist, School Family Worker, Play and Drama Therapists and a Counsellor.

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, training 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, inclusive classes. It is important 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.

Areas to improve accessibility within this plan

1. Improving access to the physical environment of the School – additional ramped areas for the Key Stage 1 and 2 classrooms and playgrounds. Continue to provide additional learning aids specific to individual pupils e.g., individual whiteboards, Chromebooks.
2. Increasing access for disabled pupils to the school curriculum (this includes teaching and learning such as providing individualised curriculum / timetables and 1:1 SEN TA support where there is significant identified and diagnosed need and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits).
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).