



Woodland Community Primary School

Accessibility Plan

Date plan last reviewed: January 2025

Signed by:
Headteacher: _____

Date: _____

Chair of Governors: _____

Date: _____

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1. Statement of intent

This plan outlines how Woodland Community Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information). The Accessibility Plan is listed as a statutory document in the Department of Education's guidance on statutory guidance for schools. The Plan must be reviewed every year and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. This plan will be monitored by the Headteacher and Senior Leadership Team and evaluated by the Premised/Health and Safety Governors' committee.

According to The Equality Act (2010), a person is regarded as having a disability if:

- he or she has a physical or mental impairment, and
- the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

At Woodland Community Primary School, we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

The Woodland Community Primary School Accessibility Plan has been developed and drawn up based upon current information about pupils, parents, staff and governors of the school. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website.

Woodland Community Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, 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.

This Accessibility Plan shows how access is to be improved for disabled pupils, 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 pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils 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 pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks, recording and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Whole school training will recognise the need to continue raising awareness for staff and governors 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
- Curriculum Policy • Emergency Plan
- Equal Opportunities Policy
- Health & Safety Policy
- School Brochure
- School Improvement Plan
- Special Educational Needs Policy

The Accessibility Plan for physical accessibility relates to the access of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the on-going period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Buildings and Finance Committee and Premises/ Health and Safety Committee.

The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

2. Aims and Objectives

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.
- To fully meet the medical needs of children in our care

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

3. Current good practice

We aim to ask about any SEND, additional or medical needs in early communications with new parents and carers. For parents and carers of children already at the school, we collect information regularly and have an open door policy to enable parents to share views or concerns; we also have parents' evenings twice a year.

Physical Environment

ALL pupils have the opportunity to participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs. All children can access the parts of the school that they need to with little or no adult assistance.

Curriculum

Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment. Staff are very aware of how they can adapt the curriculum or activity to allow all children to take part and the school do their utmost to provide resources and equipment to allow them to do so. Other issues affecting the participation of pupils, for example medical need are addressed through the relevant policies; administration of medicines, the provision of intimate care etc.

Information

Different forms of communication are made available to enable all pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available

4. The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- a. **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- b. **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- c. **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- d. **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- e. **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- f. **Visual disabilities** – this includes those with visual impairments and sensitivities
- g. **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- h. **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

5. Management, coordination and implementation

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority.

6. Action Plan

	Targets	Strategies	Outcome	Timeframe	Achieved
Curriculum Access	To audit current provision for pupils with SEND	SENDCo to undertake whole school audit of SEND Provision	Areas for improvement will be identifies and addressed	Spring 1	
	To develop the management and quality of School Support Plans (SSPs) for children with SEND	SEND Team to manage SSPs and intervention timetables created by individual class teachers.	Intervention timetables will be scheduled to support pupils with SEND SSPs will be evaluated termly by teachers and shared with parents	Termly	
	To create whole school understanding of reasonable adjustments and adaptations to enable ALL to access a broad and balanced curriculum.	SENDCo to provide training for staff on Quality First Teaching, reasonable adjustments, and specific, evidence-based interventions.	All children have access to a broad and balanced curriculum, needless of their aptitude and ability.	Staff training termly	
Physical Environment	To ensure that classrooms and communal areas are free from clutter and allow easy access from area to area.	Classrooms to have clear storage of resources and children are encouraged to return resources after use. To have timetabled resource area 'tidy' days at the end of term. To dispose of old/rarely used furniture and resources.	Classrooms, corridors and communal areas will have clearer access and movement within them. Classrooms, corridors and communal areas provide 'low sensory arousal' (not over-stimulating)	Termly	
	To ensure that outside areas are accessible to all children	Outdoor equipment is checked regularly for signs of wear and replaced in a timely manner. Site supervisor to ensure that areas are free from litter and leaves.	Outside environment does not hinder access for pupils with SEND.	Weekly	

Physical Environment	To consider the classroom from a sensory needs perspective, e.g. visual, auditory, tactile, olfactory, proprioceptive, gustatory, vestibular,	Hessian backing is used for boards, with black border. Displays are not too busy. Classroom layout and seating plans are made considering children with VI and HI needs. Movement breaks and active learning strategies are employed by teachers.	Classroom environment is not over-stimulating for children with SEND. Adaptations for VI, HI and SI enable all children to thrive.	Annually	
Medical Needs	For staff to receive appropriate training for all children with EHCPs and/or disability, ensuring confidence and consistency in supporting these children. 2025 – Asthma, Muscular dystrophy, heart condition/pacemaker, diabetes, epilepsy, muscular dystrophy	School Nursing Team and other medical professionals to provide training/ advice for teachers and TAs	All staff will have up to date training in respect of managing children's care who have a medical need.	As required	

Plan Reviewed / Updated: January 2025

Date for Review: September 2025 (or earlier if required to by changes to the regulations or law)