



Accessibility Policy

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DOCUMENT CONTROL

Unless there are legislative or regulatory changes in the interim, this policy will be reviewed every 3 years. Should no substantive changes be required at that point, the policy will move to the next review cycle.

Introduction

Woodlands Primary School is committed to providing premises which are suitable and sufficient for all educational purposes and which give access to a broad and balanced curriculum for all children and young people, irrespective of special need or disability. This Accessibility Plan considers provision for disabled pupils as stated in the Equality Act (2010) and the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014).

Definition of Disability

The Equality Act (2010) states that a person has a disability if:

They have a physical or mental impairment that has an adverse, substantial, and long-term effect on their ability to carry out normal day to day activities. Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on the everyday lives of children and young people. Some specified medical conditions, HIV, multiple sclerosis, and cancer are all considered as disabilities, regardless of their effect. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.

Equality Act (2010)

The Equality Act has simplified and strengthened the discrimination laws which protect people from unfair treatment. It is unlawful for a trust or other education provider to treat a disabled child or young people unfavourably. We commit to taking all reasonable steps to avoid putting disabled children and young people at a substantial disadvantage (the 'reasonable adjustment' duty). The trust governors have the duty to publish Accessibility Strategies and Plans.

Scope of the Accessibility Plan

This plan covers all three main strands of the planning duty by:

1. Managing and improving the physical environment of Woodlands Primary School for the purpose of increasing the extent to which disabled children and young people are able to take advantage of education and associated services. We aim to meet the needs of a range of children and young people currently on roll and any prospective pupils.
2. Ensuring that the curriculum is differentiated, to meet the learning needs of children and young people with SEN and disabilities, and making target setting effective and personalised for these pupils. Written material, usually provided for all pupils, is to be presented, in an appropriate form where necessary, for SEN and disabled children and young people, including pictorial and oral and Braille formats. Classroom organisation is planned to maximise learning opportunities and to increase the extent to which disabled children and young people can participate in the curriculum at Woodlands Primary School.
3. Ensuring that appropriate support is given to all students with disabilities and that staff who work with these children are fully aware of their needs. We will seek and follow the advice of LA services, such as specialist teacher advisers and SEN advisers, and appropriate health professionals from the NHS trusts.

Aims

Woodlands Primary School will take reasonable steps to ensure that disabled pupils are not placed at a substantial disadvantage compared to non-disabled peers. In considering what is reasonable the trust will take account of:

The practicalities of making adjustment

- Health and Safety factors
- Trust budget situation
- The interests of other pupils
- The need to maintain academic standards

All reasonable steps will be taken to ascertain the disabilities of pupils. Consultation with parents and external agencies will determine strategies to support disabled pupils within the trust. Relevant information will be passed on to staff to ensure staff awareness.

Planning Duty

The school recognises its duty to:

- not to discriminate against disabled pupils in its admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favourably.
- take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- publish an Accessibility Plan

Woodlands Primary School is committed to an inclusive curriculum and increasing access to the school's facilities for all by:

1. Increasing the extent to which disabled pupils can participate in the school's curriculum. This covers 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 the school where possible. This covers improvements to the physical environment of our trust and physical aids to allow pupils to access education.
3. Improving the delivery of written information to disabled pupils. This will include planning to make the written information that is normally provided by the school to its pupils, available to disabled pupils, e.g. larger print / braille.

Consultation with pupils, parents and disabled people

The school is committed to liaising with staff, pupils, parents and other stakeholders to evaluate existing provision and plan for the future needs of our pupils, staff and families.

Audit of existing provision

1. Curriculum

- Inclusive venues for residential visits have been identified.
- A range of intervention programmes are available to support children with learning difficulties and disabilities, based on the recommendations of external specialists and the skills and experience of teaching and support staff.
- All pupils are encouraged to take part in a range of physical activities, with modifications where needed.
- The school monitors all visits and clubs to maximise availability and participation for all pupils.
- Staff are trained in the administration of emergency aid, with emergency medicines designed to deal with specific conditions and associated with specific disabilities being administered by specifically identified staff under instruction from parents and medical experts.
- The school employs an Inclusion Team to support the emotional needs of all pupils both in school and during transition to other schools.

2. Site Accessibility Physical Environment

- Woodlands Primary School is currently one building that is all on one level.
- The doors are controlled by maglocks and all locks are at a height which is accessible for wheelchair users.
- The door leading to early years provision is controlled by a maglock and a backwards top lock which would not be accessible for wheelchair users and so additional support will be provided to enable access and the door handle removed.
- There are two disabled toilets, one near the main entrance and one at the other end of the building near Early Years.
- The corridors and doorways are large enough to fit a wheelchair or mobility vehicle.

Written Information

Advice is sought from external agencies when needed for example, Speech & Language and Visual Impairment etc. The school aims to keep up to date with available technology and practices to support individual pupils with learning difficulties or disabilities, drawing on advice from the Support Services.

Reviewing, Monitoring and Evaluating the Plan

1. Adequate resources will be allocated to enable implementation of the plan.
2. The plan will be informed by feedback from parents, pupils and people with disabilities.
3. The plan will be kept under review and revised as necessary.
4. The plan will be published and is available on request, along with comment about progress.
5. The plan will be subject to monitoring by OFSTED during inspections.

Accessibility Plan 2025-2028

Area of Accessibility	Targets	Person Responsible	Outcomes/Success Timescale	Timescale
Access to physical environment	Continue to improve the signage around the school particularly in respect of catering for users with visual/ mobility impairment.	Head to identify cost and suitability	Clear signage to meet a range of disabilities	Ongoing
Access to physical environment	Continue to ensure that emergency evacuation procedures meet the needs of the disabled users of the premises	SH to update peeps in line with Fire/Evacuation duties	Emergency procedures meet the range of needs.	Ongoing
Access to physical environment	Keep corridors clear from obstructions	All staff to ensure free following movements around the buildings		Ongoing
Access to physical environment	To monitor and develop the quality of inclusive practices throughout the school	SENCO through SEND Action plan		Ongoing
Access to physical environment	Keep disabled toilets clear of clutter.	All Staff To ensure access to facilities (checked during safeguarding site walks)	weekly	Ongoing
Access to the curriculum	To ensure that necessary staff are trained and able to support children to access the curriculum through their speaking and listening skills.	SENCO The school meets the needs of individual pupils, with regard to the learning of anticipated life skills.	Staff NELI training	Ongoing
Access to the curriculum	To ensure all current interventions and their success/impact on progress.	SENDCO	Provision mapping to be used across all year groups SENCO Interventions are having an impact on progress	Ongoing

Access to the curriculum	To ensure that classrooms are organised to promote the participation and independence of all pupils	SENCO	QFT to ensure that lessons are planned to meet the needs of all pupils in the class.	Ongoing
Access to the curriculum	To ensure that staff training is supporting pupils with SEND – focus on key areas of need within the school: SLCN, SPLD, ASD, Dyspraxia are delivered in relevant staff	SENCO	Identify gaps in knowledge and seek external advice if necessary	Ongoing

