



# Accessibility Plan

<b>Category</b>	Statutory
<b>Reviewed by</b>	Headteacher and SENDCo
<b>Approved by and when</b>	Local Governing Body in November 2024
<b>Frequency of review</b>	Every 3 years
<b>Next Review</b>	November 2027

## 1. AIMS

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Woodlands Park School we aim to:

- Challenge and eliminate discrimination and harassment of any kind
- Promote equal opportunities for all pupils by ensuring equal access to the curriculum and physical access for all, within reason
- Deliver high quality education for all pupils
- Promote tolerance, understanding and empathy
- Prepare pupils for full participation in modern Britain
- Create an ethos where individuals are valued within a clear moral framework, to raise achievement and promote self-esteem and mutual respect
- Challenge behaviour and attitudes which impair the achievement of others
- Ensure that equal opportunities permeates all aspects of other policies and practices
- Create a welcoming environment for all visitors including those with disabilities
- Give opportunities to all pupils to discuss all aspects of life including racism, sexism, sexuality and disability

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

## 2. LEGISLATION AND GUIDANCE

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

### **3. ACTION PLAN**

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Actions to be taken	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is regularly reviewed to ensure it meets the needs of all pupils.</p> <p>Reasonable adjustment document used by all school staff and regularly reviewed.</p> <p>Mentoring meetings for each child with the class teacher to discuss learning.</p> <p>Reasonable adjustment document used by all school staff and regularly reviewed.</p>	<p>Continue to ensure that curriculum resources include examples of people with disabilities.</p> <p>Support pre-teaching vocabulary to identified children.</p> <p>Regular reviews across all subject areas – to include learning walks and discussions with pupils.</p>	<p>Curriculum resources reflect a wider range of needs and disabilities including those that are represented within the school community.</p> <p>Give parents ideas about how to share and use vocabulary to support at home.</p> <p>Half termly meetings scheduled with each child.</p> <p>Proactively supporting children in achieving their targets.</p>

Aim	Current good practice	Actions to be taken	Success criteria
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Wheel chair accessible</li> <li>• Unisex wheel chair accessible disabled toilet</li> <li>• Calm space for identified pupils</li> </ul>	<p>To increase the accessibility of provision for all pupils, staff and visitors to the school where is reasonably practical.</p>	<p>Adapt the physical environment according to individual needs as when required for users of the building.</p>

<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> <li>• SENDCO support with reading and understanding documents where identified</li> <li>• Multiple and varied opportunities for parents to be involved in their children’s learning and celebration of their achievements</li> </ul>	<p>To ensure key documents are presented in such a way as to be accessible so that parents, carers and children can interpret the necessary information. To ensure accessibility to all including those with disabilities, poor literacy or language and cultural barriers.</p> <p>To ensure a variety of strategies are used to target all parents.</p>	<p>Information is available and accessible for the school community according to their needs.</p> <p>Continue to identify families that may need support in order to access documents etc in order to better support pupils learning, achievement and access to opportunities.</p> <p>Specifically target identified groups of parents to be involved in their children’s learning and celebration of their achievements, so that there is accessibility for all.</p>
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#### **4. MONITORING ARRANGEMENTS**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Local Governing Body.

#### **5. LINKS WITH OTHER POLICIES**

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy