



WOODLANDS
PRIMARY AND NURSERY SCHOOL

Accessibility plan 2022 to 2025

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1. Aims

Woodlands is an inclusive school. We aim to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the community favourably and, wherever possible, take reasonable steps to avoid placing anyone at a substantial disadvantage. We have audited our provision for disability access and made suitable plans in line with the 2010 Equality Act. The purpose of this plan is to show how Woodlands Primary School intends, over time, to increase the accessibility of our school for disabled pupils, parents and carers, staff and visitors to the school. This plan should be read in conjunction with our school's other policies and procedures. Our accessibility plans are designed to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment to enable disabled pupils to take advantage of education and school facilities and services
- Improve the availability of accessible information to disabled pupils
- Ensure disabled children or families are not at substantial disadvantage

With these aims in mind we are committed to staff training to enable them to be effective in the education of all pupils with disabilities; we are also equally committed to prioritising resources to enable all pupils to access the curriculum.

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, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including disabled pupils, parents and carers, staff, governors, and visitors to 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 SENDsory 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.

3. Audit of existing Accessibility:

- Information obtained on future pupils to facilitate advanced planning gathered by information from previous placements, ensuring that a home visit is carried out for future pupils starting in Nursery. We also offer pre-setting Stay and Learn sessions for new starters in Reception.
- Well established procedures for the identification and support of pupils with SEND.
- Detailed pupil information on SEND pupils given to relevant staff.
- All SEND pupils have their own Individual Education Plan (IEP) where parents are involved in target setting.
- Termly whole school pupil progress meetings with class teacher and with information shared and discussed with SENCO and Head teacher.
- Close working relationships with external agencies established (e.g. EP, CAMHS, SALT, LSAT, SIS, OT etc.)
- Speech and Language groups run by ELKLAN trained staff.
- SEND Friendly Classrooms with visual personalised resources and regulation stations.
- Makaton signed environment in Reception/Nursery and Year 1.
- Ability to request specialist resources to support specific needs e.g., adapted chairs, writing slopes, pencil grips, coloured paper and overlays, ICT curriculum access resources.
- Specialist arrangements for assessments i.e., KS2 SATS (extra time applied for, use of amanuensis, large print papers if necessary).
- Differentiated curriculum to enable all pupils to access learning and make progress.
- Pupil Support Assistants deployed to implement specific literacy, numeracy and speech & language programmes.
- Risk assessments are carried out for all school trips.
- Individual risk assessments are put in place for pupils with a high level of need.
- Individual Personal Emergency Evacuations Plans (PEEPS).
- Adapted curriculum offer whose disability requires specialist adaptations.

Accessibility Resources

- **Art** - We use a range of different sized (thickness) colouring pencils and pens as well as shaped (triangular). Charcoal has different thicknesses. Scissors are for left-handed children or OT recommended scissors.
- **Modern Foreign Languages** - lessons include a native speaker for all lessons, and activities can consist of actions, rhymes, stories, song, drama, grammar focus, video clips, air writing, Sentence structure, dictionary work, book making and many more creative ways to extend, embed and combine language skills.

- **DT** - At Woodlands DT has a multi-Sensory approach to meet the various needs of different children in the class ensuring that there are visual images, videos along with the materials and tools that the children would be using. The new scheme includes videos to support children's understanding which real life practical examples of tool use. Clicker 7 or a scribe is used to support both the design and evaluation process, images and design templates printed on coloured paper for individual children. TA support those children that need support with tools and the making process. We need to purchase additional tools for accessibility for the different needs of children in school e.g., larger handled saws for grip, 1-1 to support the use of the tools and visual cues and steps on how to use the tools safely and correctly.
- **Website** - As part of our website design there is a 'High contrast tool' which enables users to change the site colours to black and white. The website also has a google language tool which gives users 108 different languages. Staff received accessibility training on the 1st April 2021 from Doug Williams, the school's website designer. This developed staff understanding on how to ensure that what they post onto the site is accessible for all, in particular those that may use a screen reader. Since receiving the training staff have been required to ensure that any images or video shared have a description beforehand e.g., take a look at some photos showing the children building their structures. Staff are also ensuring that the images have an Alt text description to ensure that when a screen reader is used the website user will hear a quick description of the photograph.

Physical Environment:

- Each playground is accessible for wheelchairs.
- Ramps allow wheelchair access to the Eco Lodge. The main school building is all one level and wheelchair accessible.
- Disabled toilets across the school, Hygiene Room has a shower facility and there is provision for nappy changing.
- Corridor lighting to support visual impairment.
- Daily checks of hearing aid equipment carried out by the class TA, who has received the appropriate training from the teacher of the deaf.
- The school will take account of the needs of pupils, staff and visitors with physical disabilities and Sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

Other facilities / provision, including access to information

- 'Can do' ethos and positive approach.
- Open door policy
- Health Care Plans
- Many staff are First Aid /Epi-pen trained
- Teaching staff experienced and trained to support children with ASC/D.
- All staff trained on personalised learning
- Staff training led by SENCo, includes training for trainee teachers and support staff
- Referrals to agency services for disabled children.
- In-house counselling subject to referral and availability.
- Letters available at request in large print.

- SEND Parents coffee mornings termly when COVID restrictions allow.
- TEAMS meetings have been successful in supporting access to joint meetings for parents.
- Headteacher and SENCo have completed the Autism Education Trust (AET) Autism lead course in December 2021.
- Parents have accessed and can attend workshops alongside staff with outside agencies.

Provision of information to parents of pupils with a disability:

- This is currently provided by review meetings, parent's evenings and meetings with external agencies as required.
- The school has an open-door policy and parents may contact the school at any time if they feel they need advice or additional information.
- Parents of children with Education Health and Care Plans/Special Educational Need due to attend Woodlands Primary are invited to a transition meeting to discuss their child's particular needs prior to the pupil starting with us.
- It is our aim to ensure that the transition of pupils with a disability to different schools including secondary schools is well-planned for.

Targets And Outcomes

During the academic years 2022-24 we intend to:

Strand 1

Further ensure access for disabled pupils to the curriculum

Ensure the new curriculums are fully accessible to all learners.

Improve differentiation in the classroom.

Provide information/access to resources for new staff re inclusive practice in classroom organisation, teaching and learning strategies.

Continue to support communication friendly classrooms.

Investment in TA training cycle to continue to raise the awareness of SEND/Disabilities.

Scrutinise progress and attainment data for pupils with SEND and Disabilities and address any barriers in a timely manner.

Analyse extra-curricular provision to ensure participation for children with SEND.

Ensure that all staff are provided with training on disability issues.

Expand our knowledge of supporting children on the Autism Spectrum to reflect the numbers of children joining our school - this will also enable increased participation in the curriculum.

Continue to improve and increase SEND Pupil Voice.

Strand 2

Improving access to the physical environment

Highlight staff purchasing decisions and refurbishment to consider accessibility.

Maintaining access to the physical environment of the school, adding specialist facilities/ physical aids as necessary.

Strand 3

Improving the delivery of written information to disabled pupils

Improve the delivery of written information to pupils, staff, parents, and visitors with disabilities; examples might include hand-outs, newsletters etc. this information will be made available in different preferred formats, translation in other languages.

The SEND Governor and SENCO will update the audit of accessibility annually and keep it under review through yearly monitoring and evaluation process.

Staff supporting parents/carers to read information and assist with completion of forms etc.

Monitoring and Evaluation

Analysis of progress and attainment data – Sent to governors termly

Feedback from parents and health professionals regarding specific children

SDP and self-evaluation scrutiny

Review progress annually

Termly reviews of SEND register.

ACCESSIBILITY PLAN STRAND 1		INCREASE THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM				
		Green Highlight shows when this has been achieved, yellow means it is partially complete or ongoing and red means that further urgent action is needed in this area				
AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	Established practice, and practice under development	State short, medium, and long-term objectives				
To be aware of the access needs of disabled children, staff, governors and parents/ carers	Ensure the school staff & governors are aware of access issues ('access' meaning 'access to' and 'access from')	Objective met		SLT	As required	SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs.
	Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process	Objective met		SENCo	As required	All staff & governors are confident that their needs are met.
	Ensure staff and governors can access areas of school used meetings	Objective met		SLT	As required	Continuously monitored to ensure any new needs arising are met.
	Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school	Objective met		SLT	Annual	Parents have full access to all areas of school
	Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed with relevant class staff and pupils, where appropriate.	Objective met		SENCo	As required and reviewed annually	PEEPs are prepared and reviewed
Increase access to the curriculum for pupils with a disability	Explain your school's approach:					SLT and SENCo Observations

	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability 	Objective met	Continuous: Book trawls Learning Walks SENCo observations	SENCo	On-going	For some more significant needs the EYLSAT
		Objective met		SENCo	On-going	EYFS has been adapted for SEND pupils with resources and 1:1 support staff
		To be reviewed		SENCo	On-going	
		Objective met		SLT	On-going	Pupils making progress Differentiated assessment systems.
	<ul style="list-style-type: none"> • Targets are set effectively for pupils with additional needs <p>The curriculum is reviewed to ensure it meets the needs of all pupils</p>	Objective met	IEP's reviewed and rewritten termly	SENCo / Class Teacher / Pupil / Parent/Carer	On-going	Pupils making progress Parental engagement in pupils learning.
To increase the awareness of staff of different types of SEND/disabilities and the best way to support children with these needs	Regular Teacher and Support Staff training sessions continues to raise the awareness.	Long term	Ensure regular TA training cycle continues to raise the awareness (half-termly)	SLT/SENCo	On-going	All support staff will feel confident in their knowledge of SEND/disabilities and will feel able offer different types of support strategies identified through the SENCo observations and outside agency reviews.

	TA audit of awareness and ideas to support to be updated.	Long term. Appraisals identifying specific needs.		SLT/SENCo	On-going	Support staff knowledge will improve as evidenced by the audit follow up.
	Appraisals identifying needs.	Long term		SLT	On-going	Pupil progress in specific areas.
	To include in SEND area on shared network (T:Drive) a range of strategies to support pupils with a variety of needs e.g. dyslexia, ADHD, speech and language difficulties, etc.	Objective met		SLT/SENCo	On-going	
	To ensure all PSAs employed to support children with Autism access appropriate training from the Advisory Service for Autism within the first term of employment in that role.	Headteacher and SENCo AET Training On-going EYLSAT support for planning and provision		SLT/SENCo	On-going	Evidence of training collected
	To further improve differentiation in the classroom so that the needs of all pupils are fully met	Objective met	SENCo learning walks. Data analysis	SLT/SENCo	Ongoing	Continue to develop whole school training to promote differentiation Focus on differentiation for lesson observations and learning walks Focus on the use of classroom additional adults

To improve explicit tracking of SEND achievement and feeding back to teachers	<p>To ensure children with a EHCP and a diagnosis of autism are tracked and monitored using the new Autism Education trust tracker</p> <p>To analyse class provision maps half termly to ensure SEND children are getting the extra support they need. Class teacher to update interventions.</p>	<p>Short term. Research and explore AET resources available.</p> <p>Complete Sensory Audit</p>		<p>SENCo</p> <p>SLT</p>	On-going	<p>New Achievement tracker established and placed on shared drive for easy access by teachers.</p> <p>Class provision maps updated half-termly and scrutinised by SENCO and SLT</p>
To review patterns of participation in after school clubs for children with SEND	Analyse extended school provision to ensure participation for children with SEND. Targets set for SEND attendance.	<p>Long term. Class teachers can share information of SEND pupils to support after school provision staff.</p> <p>After School Provision Audit</p>		<p>Class Teacher / After School Provision Staff</p> <p>EVC</p>	<p>On-going</p> <p>On-going</p>	<p>Report shows that children with SEND are well-represented in afterschool provision.</p> <p>SEND data in relation to % of school NOR</p>
All school visits, trips and residential need to be accessible to all pupils	Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible	Long term	<p>Additional elements to the Risk Assessments.</p> <p>Resources personalised to support the needs.</p> <p>Parental engagement.</p> <p>Class support staff /SENDCo</p>	EVC /SENDCo /Class Teacher /Parent/Carers	On-going	All pupils are able to access all school trips and residential and take part in a range of activities.

			to accompany on trips			
To ensure we hear the pupil voice of those children with SEND/disabilities	To include all pupils with SEND in the termly review of their IEP.	Short term	SENCo liaises with SENCo of previous settings and new settings.	SENCo/ Class Teacher / Pupil / Pastoral Team	On-going	Pupils with SEND feel they are being heard and have a say in their support and provision.
	For all pupils with a disability to have a transition plan when they move to a new class or secondary school.	Long term	Class teacher to review IEP termly.		On-going	Reviewed on a termly basis with pupils, families and relevant staff. Successful transition in to new settings or transition into Woodlands.
ACCESSIBILITY PLAN		IMPROVING THE PHYSICAL ENVIRONMENT				
STRAND 2						
AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	Established practice, and practice under development	State short, medium, and long-term objectives				
Maintaining access to the physical environment of the school, adding specialist facilities/physical aids as necessary	Walkways around the school are kept clear of hazards School Business Manager, SENDCo and selected SEND pupils to walk around the school site to see how it would look like to a visitor / new parent arriving on site.	Objective met Short term	SENCo & School Business Manager to do a walk around with pupil	All Staff SLT and governors and premises staff	On-going On-going	For all pupils and staff to be able to move around outside the building easily and safely Clear, well displayed signage is available, and the school is accessible for all. The school looks well-cared for and smart

			wheelchair to review			
Ensure there are enough fire exits around school that are suitable for people with a disability	Ensure staff are aware of need to keep fire exits clear	Objective met		Caretaker	Daily	All disabled personnel and pupils have safe exits from school.
	Signage for different points (including arrows to show direction or other visual pictorial aides.)	Objective met			On-going	Clear, well displayed signage is available, and the school is accessible for all. The school looks well-cared for and smart
Maintain safety for visually impaired people	Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges	Objective met, Guidance sought from Sensory Inclusion Services	Annual visual impairment report	SENCo	Annually, and as new children join the school	Visually impaired people feel safe on school grounds. Yellow edges on steps to be monitored.
	Check exterior lighting is working on a regular basis	Long term	Carried out daily	Caretaker/SBM	On-going	Interior and exterior of the school is well light.
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Corridor width • Acoustic checks • Disabled toilets and changing facilities (Hygiene Room)	Objective met	Acoustic Report	SBM	As required	Accessibility to Eco Lodge
		Objective met		SBM	As required	Corridors clear of obstructions
		Objective met		SENCo	Annually	Acoustics applicable for class
		Objective met		SBM	As required	Available facilities for SEND pupils.

	• Library shelves at wheelchair-accessible height					Library books are accessible
Accessible car parking	Disabled members of staff and visitors have a place to park in the staff car park near the playground gates into the school (Mound Way)	Objective met		SLT	As required	There is a place for disabled members of staff and visitors to park throughout the school day.
	The gate into the playground can be opened to allow people with mobility issues/ wheelchairs to access the main school building	Objective met		SLT	As required	Main gates and access into school is mobility and wheelchair friendly.
	Blue badge holders have access to school car park	Objective met		SBM	As required	Disabled parking available to blue badge holders.
Review PE curriculum to ensure PE is accessible to all pupils	Review PE curriculum to include disability sports	Objective met	Medical plans are considered. PE curriculum differentiates tasks for pupils abilities.	PE Co-ordinator	Annually	All pupils have access to PE and are able to excel, for example via support from an adult
ACCESSIBILITY PLAN		IMPROVING THE DELIVERY OF INFORMATION TO DISABLED PUPILS				
STRAND 3						
AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	Established practice, and practice under development	State short, medium, and long-term objectives				
The SEND Governor and SENCO will update the audit	SEND Governor and SENCO will update this audit of accessibility annually	Objective met	This document will be reviewed every 3 years but may be	SEND Governor and SENCO	On-going	Accessibility plan is regularly reviewed and updated

of accessibility annually and keep it under review through your monitoring and evaluation process.			reviewed and updated more frequently if necessary. It will be approved by the Governing Body.			
Monitoring and Evaluation	Analysis, progress and attainment Reports. Governor Link Meetings	Objective met In progress	Subject leaders to review their areas of responsibility for accessibility. Link meeting to be arranged with SEN Governor	SLT / Class teacher SLT / Class teacher / Governors	Termly Termly	Communication is effective and Governors are kept updated regularly

ACTION PLAN

ACTIONS	DETAILS	By Who	To be completed by
Purchase additional tools for accessibility for the different needs of children in school e.g., larger handled saws for grip, 1-1 to support the use of the tools and visual cues and steps on how to use the tools safely and correctly.	DT Lead to submit order	SBM	COMPLETED - Purchased March 2022.
TA audit of awareness and ideas to support		SENCo	July 2022
Specialist SALT Workshops or identified training to be undertaken.		SLT / SENCo/ Staff	Objective met and on-going.
Complete Sensory Audit		SENCo	July 2022
Research and explore AET resources available.		SENCo	July 2022
School Business Manager, SENCo and selected SEND pupils to walk around the school site to see how it would look like to a visitor / new parent arriving on site.		SENCo / SBM	June 2022
Link meeting to be arranged with SEN Governor		SENCo / Governor	July 2022

Commented [BV1]:

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 Governing Body.

Links with other policies

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

- Risk Assessment Policy
- Health and Safety Policy
- Equality Policy
- SEND and Disability Policy
- Supporting pupils with medical conditions Policy
- Staff Development Plan
- Behaviour Policy

Identifying Barriers to Access: A Checklist

This list should help you identify barriers to access that exist in schools.

The list is not exhaustive. It is designed to encourage a flexible approach to the further questioning of the accessibility of your school.

Section 1: How does your school deliver the curriculum?

Question	YES	NO
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	✓	
Are your classrooms optimally organised for disabled pupils?	✓	
Do lessons provide opportunities for all pupils to achieve?	✓	
Are lessons responsive to pupil diversity?	✓	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	✓	
Are all pupils encouraged to take part in music, drama and physical activities?	✓	
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	✓	
Do staff recognise and allow for the additional time required by some disabled pupil to use equipment in practical work?	✓	
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education.	✓	
Do you provide access to computer technology appropriate for students with disabilities?	✓	
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	✓	
Are there high expectations of all pupils?	✓	
Do staff seek to remove all barriers to learning and participation?	✓	

Section 2: Is your school designed to meet the needs of all pupils?

Question	YES	NO
Does the size and layout of areas – including all academic, sporting, play, social facilities, classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils?		✓
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	✓	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	✓	
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEND and disability, including alarms with both visual and auditory components?	✓ Not visual components, but PEEPS in place for SEND pupils	
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		✓
Could any of the décor or signage be considered to be confusing or disorienting for disabled pupils with visual impairment, autism or epilepsy?	✓	
Are areas to which pupils should have access well lit?	✓	
Are steps made to reduce background noise for hearing-impaired pupils such as considering a room's acoustics, noisy equipment?	✓ Ear defenders and break out spaces available for working	

Section 3: How does your school deliver materials in other formats?

Question	YES	NO
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?		✓ Behaviour Policy has been made parent friendly. Printed information can be provided on request.

Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities, e.g., by reading aloud overhead projections and describing diagrams?	✓	
Do you have the facilities such as ICT to produce written information in different formats?	✓	
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	✓	