

# Accessibility Plan

## Purpose of the Plan

The purpose of this plan is to show how Woodlands Primary Academy intends, over time, to increase the accessibility of our school for disabled pupils. Woodlands Primary Academy 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.

## Definition of Disability

According to the Equality Act 2010, a person has a disability if:

- a) He or she has a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

## Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

## Review and Evaluation

The plan is valid for three years 2024-2027. It is reviewed annually. A midterm review took place in January 25 due to a new SENCO being in post. An annual review will take place in September 2025.



## Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

Aim	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability.	Training for specific staff, including medical, to ensure that they are appropriately skilled to meet the diverse needs represented within the community.	<p>Identification of training needs based upon children presently in school.</p> <p>Identification of staff to undertake training.</p> <p>Release time for staff and opportunities to discuss and embed training upon return.</p>	JE	September 2025	<p>Staff trained to deal with specific pupils' needs.</p> <p>Feedback from training demonstrates a deeper understanding of specific pupil needs and reasonable adjustments that are required.</p> <p>Monitoring shows that identified pupils are making progress.</p>
	Raise level of support and provision for pupils with specific learning needs.	Exploring, gathering and evaluate a collection of diagnostic tools to improve identification	JE	September 2025	Effective use of resources to support pupils identified with specific learning needs which are

		<p>of pupils with learning needs.</p> <p>Raising teacher's awareness of SEND support through training and guidance.</p> <p>Investment in resources to support pupils with specific learning needs – e.g. coloured overlays / online resources etc.</p>			<p>evident in Learning Passports and in classroom delivery.</p> <p>Data for these pupils shows increased levels of progress, particularly in reading, writing and mathematics.</p>
	<p>Develop the use of specific resources, including innovative materials and technology to enhance the provision for pupils with a variety of physical, emotional and educational needs.</p>	<p>Explore the use of resources to help pupils access learning alongside their peers, including ear defenders, pencil grips, fiddle toys, etc.</p>	JE	September 2025	<p>Pupil voice identifies positive aspects of modified resources/materials across the curriculum.</p> <p>Teacher feedback identifies how resources have enhanced provision and progress for children.</p>
<p>Improve and maintain access to the physical environment.</p>	<p>Audit classroom environments to ensure learning opportunities are maximised for pupils with disabilities, e.g.</p>	<p>Classrooms audited for specific disabilities and individuals as appropriate.</p>	JE / GC	April 2026	<p>Pupils, parents and teachers identify positive impact of specific changes on impact on teaching,</p>

	visual impairments, hearing impairments, other SEND.	Development of classrooms reflects need of pupils in class as well as potential unidentified needs.			learning and progress. Classroom audit is moderated by another member of the trust and strengths and areas to develop are identified. Pupils, parents and teachers are able to identify positive impact on learning of specific changes.
	Ensure that the school environment meets the needs of the current pupils.	Carry out annual audit of internal and external areas for access and safety based on pupils in school.  Monitoring of extra curricula activities (such as music lessons, sports activities and school trips) to ensure all students have the opportunity to participate.	JE / GC	September 2025	School site and buildings enable all pupils to have full access to the curriculum and other school activities.  School environment audit is moderated by another member of the trust and strengths and areas to develop are identified.
Improve the delivery of written information to pupils.	Update signage around the school to reflect the current linguistic composition	Audit languages and communication tools used within the school.	JE / GC	September 2026	Signage reflects the needs of the community.

	and communication needs of the school.	<p>Revise languages and symbols used on internal signage.</p> <p>Visuals used where appropriate to support written information.</p>			Internal languages are adapted according to changing needs, where necessary.
--	--	---	--	--	--