



ACCESSIBILITY PLAN

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 Woodfield Primary School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

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. Monitoring arrangements

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

4. Links with other policies

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

- Risk assessment policy
- 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





5. Action plan

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

Aim	Current good practice Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers an adaptive 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. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to it meets the needs of all pupils.	To ensure the curriculum continues to match the individual needs of all pupils. To ensure staff are trained to ensure provision matches the needs of all pupils.	IEPS Emotional regulation support plans. Training for staff - strong foundations in learning and adaptive teaching.	SENCO	Spring 2027	All pupils with additional needs make good progress across the school.





Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Outside access e.g. Ramps • Disabled toilet Painting the step edges for visibility.	To review the building and school environment and ensure that it fits the needs of each child enrolled at the school.	Where reasonable adapt the school environment to meet the needs of parents/child dependent on the need - e.g. disabled toilet for children Improve corridor access through purchase of internal ramp.	Head Caretaker Estates Manager	March 2028	All parents and pupils feel welcome. All parents and pupils have access to the school site and building.
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources if required • Pictorial or symbolic representations	To ensure that all parents and pupils can access the information they need irrespective of disability.	Access resources and support form VI/HI specialist outreach as required. Purchase resources and equipment required to specific needs of	SENCO / Office staff	2029	All pupils engage fully in the life of the school. Parents communicate effectively with the school to support their child's learning.





Woodfield
PRIMARY &
NURSERY SCHOOL

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individual pupils.
Inclusion manager
to
support needs to
parents.



LEARNING
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