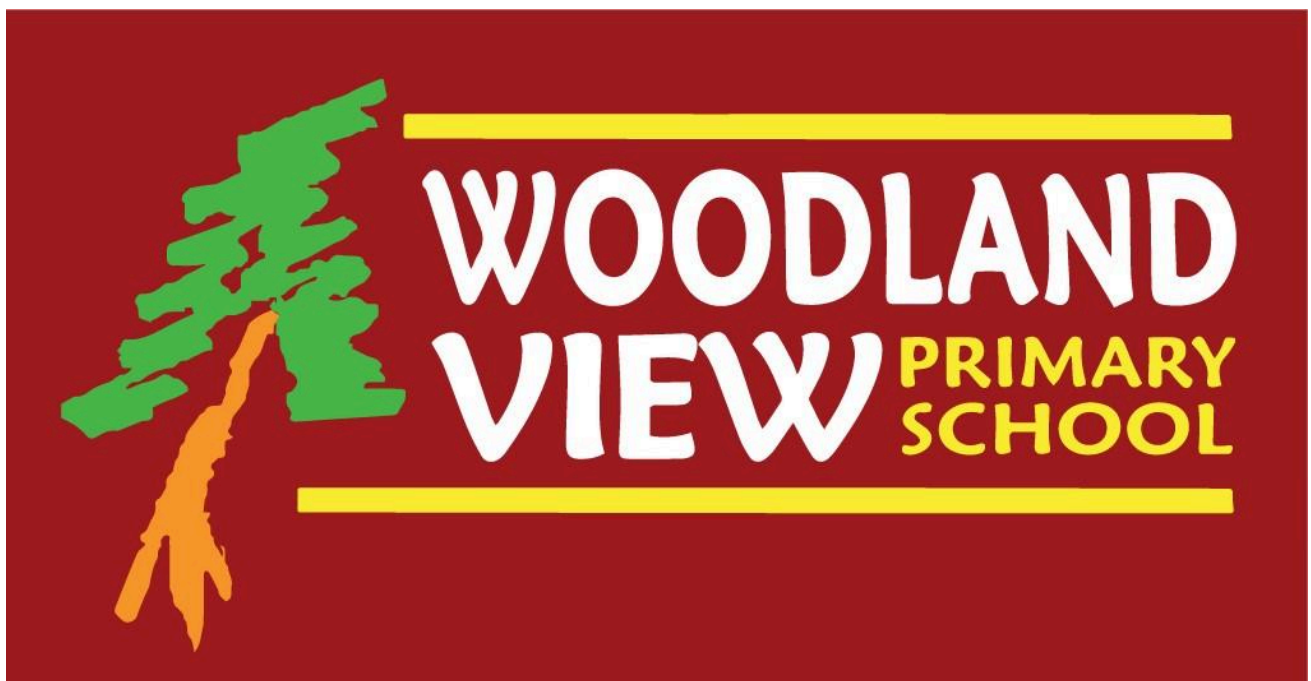


Accessibility plan

Woodland View Primary School



Last reviewed on:	September 2026
Next review due by:	September 2029

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1. Aims

Woodland View Primary School is committed to providing an inclusive, welcoming and accessible environment in which every pupil can learn, participate and achieve. We recognise that disability can create barriers to accessing the curriculum, the physical environment, communication and information, and to full participation in school life. Our Accessibility Plan sets out how we will identify and reduce these barriers over time.

Under the Equality Act 2010, schools are required to have an Accessibility Plan. The purpose of our plan is to:

- increase the extent to which pupils with disabilities can participate in the school curriculum;
- improve the physical environment of the school to increase accessibility and enable pupils with disabilities to make full use of the education, benefits, facilities and services provided; and
- improve the availability of accessible information for pupils with disabilities.

At Woodland View, we believe that accessibility means more than being able to enter a building. It means being able to participate, communicate, learn, contribute and experience the full life of the school. We will therefore consider accessibility across the curriculum, physical environment, communication, information, resources, routines, activities and wider school experiences.

Our approach is underpinned by our commitment to equality, inclusion, belonging and high expectations. We recognise that pupils with disabilities have different strengths, needs and experiences, and that reasonable adjustments may be required to ensure they are able to access learning and participate alongside their peers. We will listen to pupils and their families and use their experiences to help identify and remove barriers.

We are committed to ensuring that the school is accessible and welcoming to parents and carers with disabilities and/or health needs, including young carers and their families, and that appropriate adjustments and alternative methods of communication are considered where required.

We will ensure that staff have appropriate knowledge and training to understand disability, equality and accessibility, including their responsibilities under the Equality Act 2010. We will promote a

culture in which staff are confident to identify barriers, make reasonable adjustments and consider “What more can we do?” to improve accessibility.

The Accessibility Plan will be implemented in partnership with pupils, parents/carers, staff, governors and, where appropriate, external professionals and relevant local authority or trust services. We will use feedback, monitoring and evidence of impact to review our priorities and identify further improvements.

The Accessibility Plan will be available on the school website, with paper copies available on request. Our complaints procedure applies to concerns relating to accessibility and provides a clear process for raising and resolving concerns.

2. Legislation and guidance

This Accessibility Plan meets the requirements of Schedule 10 of the Equality Act 2010 ([schedule 10 of the Equality Act 2010](#)) and has regard to relevant Department for Education guidance on the Equality Act 2010 ([guidance for schools on the Equality Act 2010](#).) Schedule 10 requires schools to have an Accessibility Plan which sets out how they will:

- increase the extent to which disabled pupils can participate in the school curriculum;
- improve the physical environment of the school to increase accessibility and enable disabled pupils to access the education, benefits, facilities and services provided by the school; and
- improve the delivery of information to disabled pupils in accessible formats and ways.

The Equality Act 2010 defines a disabled person as someone who has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. The Act defines *substantial* as more than minor or trivial and *long-term* as lasting, or being likely to last, at least 12 months, subject to specific provisions for some conditions.

The definition of disability includes sensory impairments and can include long-term health conditions. Conditions such as diabetes and epilepsy may meet the definition where the statutory criteria are met.

Under the Equality Act 2010, schools have duties to make reasonable adjustments for disabled pupils where they would otherwise experience substantial disadvantage compared with non-disabled pupils. Adjustments may include changes to the way education is delivered, additional support or auxiliary aids. Schools also have wider duties relating to accessibility and the physical environment.

The SEND Code of Practice: 0 to 25 years is also relevant to our approach to disability and inclusion. It recognises the overlap between SEND and disability, while recognising that a child may be disabled without having SEN, or have SEN without being disabled. ([Special Educational Needs and Disability \(SEND\) Code of Practice](#))

This Accessibility Plan should be read alongside our SEND Policy, SEND Information Report and other relevant school policies.

3. Action plan

This action plan sets out the actions Woodland View Primary School will take to improve accessibility and reduce disability-related barriers to learning and participation. It builds on our existing inclusive practice and identifies priorities for further development. Actions will be reviewed regularly, with progress and impact evaluated against the success criteria identified below.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	High-quality adaptive teaching is used to respond to individual needs. Teachers use scaffolding, modelling, appropriate resources and reasonable adjustments to enable pupils to access learning.	Short term: Ensure reasonable adjustments and accessibility needs are consistently identified and understood by staff.	Review accessibility needs through SEND provision, pupil voice and staff voice. Ensure relevant adjustments are communicated to staff and reflected in planning/provision.	SENDCO / Class Teachers	Termly	Staff demonstrate awareness of individual accessibility needs. Pupils report that they can access and participate in learning.
Improve and maintain access to the physical environment	Curriculum resources and approaches are adapted where required to meet individual needs.	Medium term: Develop consistency in the use of accessible curriculum resources and approaches.	Audit commonly used curriculum resources and identify barriers. Develop/share guidance and examples of effective adaptations.	SENDCO / Subject Leaders	July 2027	Increased consistency in accessible resources and adaptations identified through learning walks, planning and pupil voice.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information	Pupil progress is monitored and pupils with additional needs are supported through Assess, Plan, Do, Review (APDR) where appropriate.	Ongoing: Ensure disability-related barriers do not prevent pupils from making progress.	Monitor progress, engagement and participation and adapt provision where required.	Class Teachers / SENDCO	Termly	Pupils make progress towards individual and curriculum outcomes, with provision adapted where evidence indicates this is needed.
Offer additional support to meet the needs of young carers and their families	Technology and specialist resources are used where appropriate to support access.	Long term: Ensure appropriate equipment and resources are identified and available.	Review use and impact of assistive technology, specialist equipment and accessible resources.	SENDCO / SLT	July 2027	Identified pupils have appropriate resources and staff understand how to use them effectively.

4. Monitoring arrangements

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

It will be approved by the Headteacher.

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
- SEND policy
- Supporting pupils with medical conditions policy