

Woodcote Primary School

## **Accessibility Plan**



Adopted: November 2025

To be reviewed: November 2028

Chair of Governors: N. Baker

Headteacher: L. Hunt

## 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

At Woodcote Primary School, we have high aspirations for all pupils, including those with Special Educational Needs and/or Disabilities (SEND). We aim to treat all our pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. It is also important to us that pupils are polite and tolerant of others, showing empathy, kindness and respect. Our school promotes equality of opportunity for disabled people, whether they are pupils, staff, parents, carers or others who visit our school. Through promoting an inclusive and positive attitude towards disabled people it is our aim that harassment and discrimination related to disability is eliminated. Our Equality Policy can be found on our website.

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

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.

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

## 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 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.

## Action plan

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

### Aim 1: To increase access to the curriculum for pupils with a disability

• TARGET	ACTIONS	TIMESCALE	RESPONSIBILITY	SUCCESS CRITERIA
<ul style="list-style-type: none"> <li>• Compliance with 2010 Equality Act</li> </ul>	<ul style="list-style-type: none"> <li>• Review statutory policies to reflect inclusive practice and procedures</li> <li>• Share this policy with all staff, Governors and parents</li> </ul>	<ul style="list-style-type: none"> <li>• Annually</li> </ul>	All staff, specifically: <ul style="list-style-type: none"> <li>• Headteacher</li> <li>• SENDCO</li> <li>• Governing Body</li> </ul>	<ul style="list-style-type: none"> <li>• Website has updated policies which are clear for parents to access and no policy conflicts with principles of equality of opportunity for all</li> <li>• All staff have signed to say they have read policy</li> <li>• Policy has been reviewed and ratified by Governors</li> </ul>
<ul style="list-style-type: none"> <li>• Identification of pupils who may need additional / different provision</li> </ul>	<ul style="list-style-type: none"> <li>• Liaise with parents and outside agencies when pupils start at Woodcote Primary School to fully understand their needs</li> <li>• Put together: a Pupil Profile; Behaviour Support Plan;</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	All staff, specifically: <ul style="list-style-type: none"> <li>• Headteacher</li> <li>• Class teachers</li> <li>• SENDCO</li> </ul>	<ul style="list-style-type: none"> <li>• Children are identified through robust procedures</li> <li>• Pupil Profiles / Care Plans etc are written and shared</li> <li>• EHCPs are requested, if appropriate</li> </ul>

• TARGET	ACTIONS	TIMESCALE	RESPONSIBILITY	SUCCESS CRITERIA
	Individual Health Care Plan; Risk Assessment and/or Positive Handling Plan as required and make arrangements where necessary • EHCP request, if appropriate			
<ul style="list-style-type: none"> <li>Increased skills and confidence of all staff in adapting the curriculum to ensure it is accessible to all</li> </ul>	<ul style="list-style-type: none"> <li>SLT to ensure appropriate training is in place</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	All staff specifically; <ul style="list-style-type: none"> <li>Headteacher</li> <li>SLT</li> </ul>	<ul style="list-style-type: none"> <li>Lesson observations and learning walks demonstrate improved skills and raised confidence in strategies for differentiation and increased pupil participation</li> </ul>
<ul style="list-style-type: none"> <li>Raise attainment and close any gaps that may exist</li> </ul>	<ul style="list-style-type: none"> <li>Monitor attainment of all pupils with SEND and vulnerable groups during pupil progress meetings and ensure regular liaison with parents</li> <li>Set individual targets for children with SEND</li> <li>Monitor attainment of higher achievers</li> </ul>	<ul style="list-style-type: none"> <li>Termly</li> </ul>	All staff specifically; <ul style="list-style-type: none"> <li>Headteacher</li> <li>SENDCO</li> <li>Deputy Headteacher</li> <li>SLT</li> </ul>	<ul style="list-style-type: none"> <li>Assessment indicates clear steps and progress</li> </ul>

• TARGET	ACTIONS	TIMESCALE	RESPONSIBILITY	SUCCESS CRITERIA
<ul style="list-style-type: none"> <li>• Opportunities for children to see positive role models with disabilities</li> </ul>	<ul style="list-style-type: none"> <li>• Books and displays portray positive images of people with disabilities in all classrooms</li> <li>• Visitors into school, particularly during themed weeks</li> <li>• Continued purchase of materials which portray positive images of people with disabilities</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	<p>All staff specifically;</p> <ul style="list-style-type: none"> <li>• Headteacher</li> <li>• SENDCO</li> <li>• Deputy Headteacher/English Co-ordinator</li> <li>• PHSE/RSE Co-ordinator</li> <li>• PE Co-ordinator</li> </ul>	<ul style="list-style-type: none"> <li>• Resources are readily available</li> <li>• Planning shows consideration of possible visitors to school</li> <li>• Positive attitudes towards those with disabilities and towards principles of inclusion</li> </ul>
<ul style="list-style-type: none"> <li>• Review PE curriculum to ensure PE accessible to all</li> </ul>	<ul style="list-style-type: none"> <li>• Use of specialist sports coaches for designated provision during PE lessons and after school club</li> <li>• Staff to be aware and prepared to adapt the curriculum for children with disabilities</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	<p>All staff, specifically:</p> <ul style="list-style-type: none"> <li>• Headteacher</li> <li>• SENDCO</li> <li>• PE Co-ordinator</li> </ul>	<ul style="list-style-type: none"> <li>• All to have access to PE and be able to excel</li> </ul>
<ul style="list-style-type: none"> <li>• Pupils, staff and parents / carers are aware of consequences in the event of negative</li> </ul>	<ul style="list-style-type: none"> <li>• Continued review of values and ethos include reference to negative disability-related language</li> <li>• Policy shared with staff annually</li> </ul>	<ul style="list-style-type: none"> <li>• Anti-Bullying Policy reviewed annually</li> <li>• Vales/ethos continually embedded</li> </ul>	<p>All staff specifically;</p> <ul style="list-style-type: none"> <li>• Head Teacher</li> <li>• Class teachers</li> <li>• Governors</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor incidents in behaviour logs</li> <li>• Staff confident to tackle any issues</li> </ul>

<b>• TARGET</b>	<b>ACTIONS</b>	<b>TIMESCALE</b>	<b>RESPONSIBILITY</b>	<b>SUCCESS CRITERIA</b>
disability-related language		within the curriculum		
<ul style="list-style-type: none"> <li>• Ensure that Governors monitor the actions and challenge where necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate and review this plan and the attainment and progress of all year groups of children</li> </ul>	<ul style="list-style-type: none"> <li>• Termly</li> </ul>	<ul style="list-style-type: none"> <li>• Headteacher</li> <li>• Lead Governor</li> <li>• SEND Governor</li> <li>• SENCO</li> </ul>	<ul style="list-style-type: none"> <li>• Governors are fully informed about the provision and progress towards the accessibility plan</li> </ul>

**Aim 2: To improve access to the physical environment**

<b>TARGET</b>	<b>ACTIONS</b>	<b>TIMESCALE</b>	<b>RESPONSIBILITY</b>	<b>SUCCESS CRITERIA</b>
Future development of school to ensure that physical environment of school remains attractive and engaging for all	<ul style="list-style-type: none"> <li>• The school will take into account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, colour schemes and more accessible facilities and fittings.</li> <li>• The school will ensure existing facilities are</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	All staff specifically; <ul style="list-style-type: none"> <li>• Headteacher</li> <li>• Business Manger</li> <li>• Governors</li> <li>• SENDCO</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring shows that all pupils are challenged and indoor environments support learning needs.</li> </ul>

TARGET	ACTIONS	TIMESCALE	RESPONSIBILITY	SUCCESS CRITERIA
	<p>maintained (e.g. disabled toilets, ramps).</p> <ul style="list-style-type: none"> <li>• Liaise with specialist outside agencies as required.</li> </ul>			
Awareness of access needs of pupils, staff, governors, parent/carers and visitors with disabilities	<ul style="list-style-type: none"> <li>• Create access plans for individual disabled pupils as part of the EHC process, when required</li> <li>• Be aware of pupil, staff, governors' and parents' access needs and meet as appropriate</li> <li>• Liaise with specialist outside agencies</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	<p>All staff specifically;</p> <ul style="list-style-type: none"> <li>• Headteacher</li> <li>• Business Manger</li> <li>• Governors</li> <li>• SENDCO</li> </ul>	<ul style="list-style-type: none"> <li>• All needs are met</li> </ul>
Continue to ensure outdoor environments support the learning/development of pupils with physical difficulties, gross motor and sensory needs	<ul style="list-style-type: none"> <li>• Take into account the needs of pupils with physical difficulties and sensory needs when planning for outdoor learning/development</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	<p>All staff specifically;</p> <ul style="list-style-type: none"> <li>• Headteacher</li> <li>• SENDCO</li> <li>• SLT</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring shows that all pupils are able to access outdoor environments, have their learning needs met and are appropriately challenged</li> </ul>
Pupils with medical needs are fully supported	<ul style="list-style-type: none"> <li>• Staff training to be kept up to date</li> <li>• All staff to be aware of first aiders in school</li> <li>• Health Care Plans to be completed at the start of each academic year and</li> </ul>	<ul style="list-style-type: none"> <li>• Annually</li> <li>• Trained as required</li> </ul>	<p>All staff specifically;</p> <ul style="list-style-type: none"> <li>• Headteacher</li> <li>• Business Manager</li> <li>• SENDCO</li> </ul>	<ul style="list-style-type: none"> <li>• Staff are identified to deal with pupils who have medical needs</li> <li>• Healthcare plans are established and reviewed as appropriate</li> </ul>

TARGET	ACTIONS	TIMESCALE	RESPONSIBILITY	SUCCESS CRITERIA
	<p>shared with appropriate staff</p> <ul style="list-style-type: none"> <li>• Staff are aware of Medical Conditions Policy</li> </ul>		<ul style="list-style-type: none"> <li>• Class Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• All staff are clear about the procedures in place for children with medical needs</li> </ul>
All pupils with mobility issues can be safely evacuated	<ul style="list-style-type: none"> <li>• All personal emergency evacuation plans (PEEPs) are in place and up-to-date.</li> <li>• All staff concerned are aware of PEEPs and their responsibilities in relation to them.</li> </ul>	<ul style="list-style-type: none"> <li>• On-going</li> </ul>	<p>All staff, specifically;</p> <ul style="list-style-type: none"> <li>• Headteacher</li> <li>• Business Manager</li> <li>• SENDCO</li> <li>• Class teachers</li> </ul>	<ul style="list-style-type: none"> <li>• All PEEPs are in place</li> <li>• Fire evacuation drill is run successfully</li> </ul>
All educational visits to be accessible to all	<ul style="list-style-type: none"> <li>• Thorough planning, including advance visits to ensure each new venue is vetted for appropriateness</li> </ul>	<ul style="list-style-type: none"> <li>• As required</li> </ul>	<p>All staff specifically;</p> <ul style="list-style-type: none"> <li>• Headteacher</li> <li>• Educational Visits Co-ordinator</li> <li>• SENDCO</li> </ul>	<ul style="list-style-type: none"> <li>• Risk assessments all completed</li> <li>• All pupils in school are able to access educational visits and take part in a range of activities</li> </ul>
Informed decisions and challenges are made with regards to accessibility	<ul style="list-style-type: none"> <li>• Health and safety audits are carried out with additional consideration of accessibility, in response to the needs of pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Termly</li> </ul>	<ul style="list-style-type: none"> <li>• Headteacher</li> <li>• Business Manger</li> <li>• Governors</li> </ul>	<ul style="list-style-type: none"> <li>• Audits inform future Accessibility Policy and Plans</li> <li>• Resources committee challenge and support around disability</li> </ul>

**Aim 3: To improve communication between school and pupils, parents / carers**

TARGET	ACTIONS	TIMESCALE	RESPONSIBILITY	SUCCESS CRITERIA
To share information with parents and pupils who face barriers to learning in a variety of ways	<ul style="list-style-type: none"> <li>• Work with agencies to explore different media for children and parents</li> <li>• Continued use of strategies such as visual aids, sign language, coloured paper, overlays, different fonts etc</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	All staff, specifically; <ul style="list-style-type: none"> <li>• Headteacher</li> <li>• SENDCO</li> <li>• Class teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Parents and pupils access information and learning confidently though different media.</li> </ul>
To ensure Annual Reviews are as child-friendly as possible	<ul style="list-style-type: none"> <li>• Continue to seek views of children, as appropriate (pupil questionnaires / attendance at Annual Reviews)</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Headteacher</li> <li>• SENDCO</li> </ul>	<ul style="list-style-type: none"> <li>• Children are included in the Annual Review process</li> </ul>
Improve accessibility of communication in forms other than written for parents/carers	<ul style="list-style-type: none"> <li>• Termly coffee mornings with Pastoral Support Worker and SENDCO</li> <li>• Clear route for communication with SENDCO</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	All staff, specifically; <ul style="list-style-type: none"> <li>• Headteacher</li> <li>• SENDCO</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from parents will be positive</li> <li>• Attendance of parents / carers to coffee mornings will be monitored and will increase</li> </ul>
To continue to engage parents/carers in school life	<ul style="list-style-type: none"> <li>• Invite parents/carers in to write Pupil Profiles etc</li> <li>• Stay &amp; Play in EYFS</li> <li>• Termly parents' evening</li> <li>• Open door policy</li> <li>• Parents drop-ins</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	All staff, specifically; <ul style="list-style-type: none"> <li>• Headteacher</li> <li>• All staff</li> </ul>	<ul style="list-style-type: none"> <li>• Parent questionnaires</li> <li>• Increase in attendance to parent's evenings etc</li> </ul>
Website is accessible to those who are visually impaired or	<ul style="list-style-type: none"> <li>• Seek views of those with English as an additional language on the</li> </ul>	<ul style="list-style-type: none"> <li>• Annually</li> </ul>	<ul style="list-style-type: none"> <li>• Computing Lead</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from parents in regards to the accessibility of</li> </ul>

TARGET	ACTIONS	TIMESCALE	RESPONSIBILITY	SUCCESS CRITERIA
who have difficulty in reading English	effectiveness of the website/visually impaired parents			information on the school website will be good
Ensure that Governors monitor the actions and challenge where necessary	Evaluate and review this plan	<ul style="list-style-type: none"> <li>• Annually following the school's own evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Headteacher</li> <li>• SEND Governor</li> <li>• Lead Governor</li> <li>• SENCO</li> </ul>	<ul style="list-style-type: none"> <li>• Governors are fully informed about the provision and progress towards the accessibility plan</li> </ul>

## **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 Governing Board and the Head Teacher.

## **Links with other policies**

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

- Health and Safety policy
- Equality Policy
- Special Educational Needs and Disabilities Policy
- Special Educational Needs and Disabilities (SEND) information report
- Supporting Pupils with Medical Conditions Policy