



Accessibility Plan

2025 - 2026

Due for next review in: Summer Term 2026

www.woodsideschool.co.uk

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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 pupils with disabilities can participate in the curriculum
- › Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- › Improve the availability of accessible information to pupils with disabilities

Woodside 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.

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C **A** **R** **E**

CREATIVITY	ASPIRATION	RESPECT	EMPATHY
We value originality, inventiveness and imagination.	We all want to do our best in all that we do.	Our school is an inclusive and respectful environment.	We are socially and emotionally aware of others.
We use our creativity to problem-solve and create new things. This could be a piece of art, writing a story, a dance sequence, a new song, a new playground game. The list is endless. Our creativity helps us to tackle challenges with resilience and positivity, preparing us to respond to our future in an ever-changing world.	We think about our hopes and dreams for the future, and develop the knowledge, understanding and skills to achieve our goals. We use positive role models to inspire and guide us.	We treat each other with understanding and tolerance. We celebrate our similarities and differences, and how these all come together to make our unique school community. We develop our understanding of those outside our community and treat everyone as we wish to be treated. We also show respect and care for our environment both locally and globally.	We can look at things from someone else's perspective and understand how they may be feeling. This helps us to respond to others with compassion and kindness. This makes our school community happy, safe and inclusive.

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.

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 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 pupil with disabilities faces in comparison with a pupil without disabilities. 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. Action plan

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
<p>Develop staff skills and understanding in supporting SEND children to access all areas of the curriculum</p>	<ul style="list-style-type: none"> • Our school offers an adaptable curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum. For example, colour overlays • Curriculum progress is tracked for all pupils, including those with a disability • The curriculum is reviewed to make sure it meets the needs of all pupils • Staff discussion on universal and targeted provision • Calm, orderly school environments, inside and outside • Teams of trained support staff allocated to each year group • Carefully sequenced schemes of work allow work to be carefully selected at the appropriate level 	<ul style="list-style-type: none"> • Develop curriculum resources to include examples of people with disabilities • Improve staff accuracy to set targets effectively and appropriately for pupils with additional needs 	<ul style="list-style-type: none"> • Talk to staff in meetings to share ideas and expectations with regard to resources/displays • Embed use of Provision Map to set timely targets • SENCos to provide staff training on target-setting 	<p>Claire Bennett, Louise Jones, Charlotte Towne and Sian Baines</p>	<p>December 2025</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
<p>Improve and maintain access to the physical environment, including toilets</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilet • Library shelves at wheelchair-accessible height 	<ul style="list-style-type: none"> • To improve the existing facilities, including changing facilities and toilets, to ensure wellbeing for all • De-clutter all areas of school to ensure safety and clear access for all 	<ul style="list-style-type: none"> • Conduct a site survey to identify any areas that may need to be modified/cleared, etc • Refurbish/redecorate toilets, particularly large disabled toilet in main corridor 	<p>Laura Ellis and John Roberts</p>	<p>April 2026</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
<p>SEND and other vulnerable pupils are better able to access extra-curricular activities including clubs</p>	<ul style="list-style-type: none"> • Attendance at clubs is carefully tracked • Range of clubs, and attendance is audited and provides information for improvement and development • Children are spoken to about the clubs they would like to attend • Clubs happen before and during the school day, as well as after school • Children are personally invited to clubs they will benefit them • Clubs are carefully targeted to SEND and other vulnerable children. For example, Forest School and Cool Kids 	<ul style="list-style-type: none"> • To further improve the club/extra-curricular opportunities attendance of SEND and other vulnerable children • To extend the range of clubs available 	<ul style="list-style-type: none"> • Staff to include an alternative activity for children who struggle to manage with off-site visits as part of their trip planning • Continue to gather and act upon pupil voice • Further utilize data from club audits and attendance to improve opportunities 	<p>Claire Bennett, Louise Jones, Charlotte Towne and Sian Baines</p>	<p>Throughout academic year 25 - 26</p>

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 Headteacher and Trustee Board.

It will be approved by the Trustee Board.

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) policy
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy