



Accessibility Plan

2026 - 2027

Due for next review in: Summer Term 2027

www.woodsideschool.co.uk

Statement of intent

This plan outlines how Woodside School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

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.



A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after considering pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The Trustee Board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.

- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The Headteacher and other relevant members of staff.
- Trustees.
- External partners.

Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality Information
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Health and Safety Policy
- Data Protection Policy

Roles and responsibilities

The Trustee Board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The Headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.

- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the Trustee Board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCOs will be responsible for:

- Working closely with the Headteacher and Trustee Board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the Headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

Accessibility Plan

Clear Communication					
Use visual timetables, symbols, or communication boards for students with learning or speech difficulties	Current good practice	Objectives	Actions to be taken	Person(s) responsible	Date to complete actions
	2026 we have worked with PINS to undertake an audit of the school environment identifying areas we could improve - Staff meetings on best practice, ideas and agreeing actions with regard to classroom communication for 26/27 - Attendance audits have included how staff communicate with children during transition times and we have shared best practice	For every Woodside child to have access to a visual timetable at the appropriate level for them (benefits organisational skills as well as reducing anxiety/confusion)	- SENcos to remind teachers of the expectations with regard to visual timetables - Support staff to produce a folder of widgets/visual timetable prompts for all teachers - Teachers to ensure that every child has an accessible visual timetable (E.g., if reading on a board is a barrier in Y5/Y6, give the child a timetable that they can keep on their desk/in tray)	CD/LJ/SB/CT	Sep 2026 Sep 2026 Sep 2026 - ongoing

Sensory Environment					
Sensory audit	Current good practice	Objectives	Actions to be taken	Person(s) responsible	Date to complete actions
	- Recent training means staff are more aware of adapting the environment for children. E.g., turning off some of the lighting and opening blinds to allow natural light in - Increased use of learning aids such as therabands and standing desks enable children to be comfortable in class	- To ensure learning environments are accessible for pupils with sensory processing needs - Pupils with identified sensory needs can access learning with appropriate adaptations - Staff demonstrate awareness of sensory barriers and strategies to reduce them	- Undertake sensory environment audits of classrooms and shared spaces - Review access to low-arousal or regulation spaces - Provide staff guidance on reducing sensory barriers to learning - Consider noise, lighting, seating and visual presentation when planning classroom environments	SB/JR	Spring 2027
Physical Environment					
	Current good practice	Objectives	Actions to be taken	Person(s) responsible	Date to complete actions
Accessibility audit	Facilities Manager works with external agency on annual H&S survey/audit, acting according	To ensure our school site is fully accessible by seeking external professional validation	Operations Manager/Facilities Manager to arrange an Accessibility audit from a professional external agency, reporting the finding	LE/JR	Spring 2027

	- on findings from this - Regular H&S reports to trustees - Facilities Manager & Operations Manager regularly review the school site in terms of accessibility, clear signage, etc.		- to the SLT and trustees - Agree priority actions from the external accessibility audit		
Updating accessible toilet facilities	- There are accessible toilet facilities for all children and staff - Female facilities in main school have been improved with regard to privacy	All accessible toilets are clutter-free & welcoming ensuring dignity and equality	All accessible toilets to be redecorated/updated as necessary	JR/MB/LE	October 2026
Curriculum					
Develop teachers' confidence in tailoring and adapting planning/learning opportunities to ensure all learners are accessing the appropriate curriculum	Current good practice	Objectives	Actions to be taken	Person(s) responsible	Date to complete actions
	Dedicated staff meeting time given to sharing best practice/ideas for SEND children	Every child is accessing a broad and balanced curriculum that enables them to make good or better progress at their	- SENCos/SEND Lead/SLT to monitor current classroom practice and provide support/advice to teachers as necessary - SEND Lead to attend pupil progress meetings	CD/LJ/SB/CT	Termly monitoring and reviews

	• Subject schemes of work are adaptable and provide progressive steps which can be tailored according to needs • Support staff are trained in key intervention programs or strategies such as Rapid Phonics • Aids such as standing desks and colour overlays are used across the school to support children in accessing their learning	particular point in the curriculum • Gaps between SEND/Disadvantaged pupils and their peers reduce	with HT/DHT to identify and take action on any SEND pupil not making good progress • Continue to ringfence staff meeting time and training to give all staff the confidence and skills to fulfil their duties to SEND learners in their class		
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Monitoring and review

This plan will be reviewed on an annual basis by the Trustee Board and Headteacher. Any changes to this plan will be communicated to all staff members and relevant stakeholders.