



Woodside Group

Accessibility Policy and Plan

At Woodside Group our values reflect our commitment to a culture where there are high expectations of everyone. Students are provided with high quality learning opportunities so that each student attains and achieves all that they can. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school feels that they truly belong and are valued. We work hard to ensure there are no invisible students here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. Designated persons are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against students because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

(a) He or she has a physical or mental impairment, and

(b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Objectives

Woodside Group is committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school, this includes, if required the provision of an interpreter.

The school recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Woodside Group Accessibility Plan shows how access is to be improved for disabled students, students with special needs, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable

adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Increase access to the curriculum for students with a physical disability and/or sensory impairments including autism, or use English as an additional or second language by expanding the curriculum as necessary to ensure that students with any need are as equally prepared for life as the able-bodied/minded/first language students; this covers teaching and learning and the wider curriculum of the school such as participation in leisure and cultural activities or day trips – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these students in accessing the curriculum within a reasonable timeframe;
- Improve the delivery of written information to students, staff, parents and visitors with disabilities or second language needs; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Woodside Group Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Whole school training will recognise the need to continue raising awareness for staff and students on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Health & Safety Policy
- Admissions Policy

The Accessibility Plan will be reviewed on an ongoing basis and treated as a living document with accessibility audit questions, embedded in half termly H&S audits. Consideration will be given, on regular review, to:

- Ambulatory Disabilities - impairments which prevent, or impede walking
- Dexterity Disabilities - physical disability that limits the function of one, or more limbs, which can impact individuals' strength, speed, endurance and coordination.
- Visual Disabilities - impairments which affect sight
- Auditory Disabilities - impairments which affect hearing
- Hidden Disabilities - impairments which significantly impair activities of daily living

The Accessibility Plan will be published on the school website and monitored by the Director of Operations and Director of Education.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010. It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

By December 2025, it is the intention of Woodside Group to have all sites fully accessible to those with ambulatory, dexterity, visual, auditory and/or hidden disabilities, in line with the schedules set out below; however, as we improve our provision, it is important that we identify the appropriate bases to accommodate each person based on their individual needs as they become apparent to us. This will be through questions undertaken prior to visiting our school, either in a visitor pre-questionnaire, or application for employment, or, for students through a detailed deconstruction of their EHCP at the consultation stage for placement at Woodside Lodge. Consideration will be given to each person as an individual, with adjustments to the environment taking place before and during their time with us to ensure full access to all environments, curriculum offering and information.

Schedule 21: Action Plan A – Improving Physical Access

Stonehurst

Ref	Targets	Action	Person Responsible	Time Scale	Resources
Ambulatory Disabilities 1	To maximise ingress and egress for those with ambulatory disabilities	<ul style="list-style-type: none"> a) Wheelchair ramps fitted or available for front step of Stonehurst b) Handrails to be fitted throughout ground floor and on entrance step 	Proprietor Proprietor	By December 2025 By December 2025	Ramps Handrails
Ambulatory Disabilities 2	To allow for toilet access for those with ambulatory disabilities	<ul style="list-style-type: none"> a) Consider internal modification of premises for expansion of downstairs toilet. 	Proprietor Proprietor	By September 2025	Handrails Solution for (a)
Ambulatory Disabilities 3	To allow for ease and comfort of first aid access	<ul style="list-style-type: none"> a) Relocate First Aid Room to ground floor of building b) Consider remodeling of downstairs to accommodate a larger First Aid space 	HOB/Safeguarding and Compliance Lead	By September 2025 By September 2025	
Ambulatory Disabilities 4 / Dexterity Disabilities 1	To allow parking in close proximity to buildings for those with ambulatory or dexterity disabilities	<ul style="list-style-type: none"> a) Provide designated disabled parking bay with clear signage on front driveway close to door access. 	Proprietor	By September 2024	Paint Signage
Dexterity Disabilities 2	To allow for ease of access routes throughout building	<ul style="list-style-type: none"> a) installation of handrails throughout corridor areas b) ensure all corridors are free of furniture that hinders ease of access to learning spaces, especially considering the student entrance area 	Proprietor HOB	By September 2025 By July 2024/ongoing By September 2025	Handrails Door handles/plates/hinges

		c) ensure ease of opening doors through installation of easy grip handles or push plates/double hinged doors	Proprietor		
Visual Disabilities 1	To allow unobstructed routes to, through and out of buildings	a) to ensure hazard tape or yellow paint to identified areas of risk: i) front step, rear patio door and kitchen back door ii) each step on staircase iii) changing floor level foyer/utility iv) right and left sides of doors, on architrave b) to place large signage with consideration given to font and colour choice suitable for those with visual impairments around buildings to indicate fire exits and toilets.	HOB/Safeguarding and Compliance Lead HOB	By September 2025 By September 2025	Hazard tape Signage
Auditory Disabilities 1	To ensure fire alarms are represented visually	a) Install beacon lights to flash when fire alarm sounds in all teaching rooms and common areas	Proprietor	By September 2025	Beacon lights
Auditory Disabilities 2	To allow access to auditory information	a) Source Eversound listening system or equivalent	Proprietor	By September 2025	Listening system
Hidden Disabilities 1	To allow access to visual representation of language	a) All signage to be pictorially represented e.g. room signs, toilets, exits and entrances	HOB	By September 2025	Pictorial signage
Hidden Disabilities 2	To limit anxiety of access to new buildings and staff	a) to have video walkthroughs of all learning areas b) to have full staff profiles with pictures, written and auditory introductions c) to have floor plan packs available on request	HOB HOB HOB	By September 2025 By September 2025 By September 2025	N/A
Hidden Disabilities 3	To provide access to a quiet, regulatory environment internally and externally	a) identify an appropriate external regulatory space and equip appropriately b) make clear on floor plan and grounds map the internal and external regulatory spaces	HOB	By September 2025 By September 2025	N/A

		c) provide introduction to internal and external spaces to visitors/new students on initial visit	Identified person responsible for visitor/student HOB	By September 2025/ongoing	
--	--	---	---	---------------------------	--

Vale

Ref	Targets	Action	Person Responsible	Time Scale	Resources
Ambulatory Disabilities 1	To maximise ingress and egress for those with ambulatory disabilities	a) Wheelchair ramps fitted or available for front and rear step of Vale House, as well as on to the side decking for access to Orangery b) Installation of pathway across gravel from disabled parking bay c) Installation of anti-slip surface to step area d) Handrails to be fitted throughout ground floor and on entrance stairs/back door	Proprietor Proprietor Proprietor Proprietor	By September 2025 By September 2025 By September 2025	Ramps Handrails Identify appropriate solution for (b)
Ambulatory Disabilities 2	To allow for toilet access for those with ambulatory disabilities	a) consider internal modification of premises/extension of ground floor toilet into utility area/removal of shower.	Proprietor	By September 2025	Solution
Ambulatory Disabilities 3	To allow for ease and comfort of first aid access	a) Installation/sourcing of appropriate sink.	Proprietor	By July 2024	Sink
Ambulatory Disabilities 4 / Dexterity Disabilities 1	To allow parking in close proximity to buildings for those with ambulatory or dexterity disabilities	a) Provide designated disabled parking bays with clear signage close to front window with ease of access to front door.	Proprietor	By September 2024	Paint Signage

Dexterity Disabilities 2	To allow for ease of access routes throughout building	<ul style="list-style-type: none"> a) installation of handrails throughout corridor areas b) ensure all corridors are free of furniture that hinders ease of access to learning spaces c) ensure ease of opening doors through installation of easy grip handles or push plates/double hinged doors 	Proprietor HOB	By September 2025 By July 2024/ongoing	Handrails Door handles/plates/hinges
Visual Disabilities 1	To allow unobstructed routes to, through and out of buildings	<ul style="list-style-type: none"> a) to ensure hazard tape or yellow paint to identified areas of risk: <ul style="list-style-type: none"> i) front step, rear patio door and kitchen back door ii) each step on staircase, and on level changes upstairs iii) changing floor level foyer/utility iv) right and left sides of doors, on architrave b) to place large signage with consideration given to font and colour choice suitable for those with visual impairments around buildings to indicate fire exits and toilets. 	HOB/Safeguarding and Compliance Lead HOB	By September 2025 By September 2025	Hazard tape Signage
Auditory Disabilities 1	To ensure fire alarms are represented visually	<ul style="list-style-type: none"> a) Install beacon lights to flash when fire alarm sounds in all teaching rooms and common areas 	Proprietor	By September 2025	Beacon lights
Auditory Disabilities 2	To allow access to auditory information	<ul style="list-style-type: none"> a) Source Eversound listening system or equivalent 	Proprietor	By September 2025	Listening system
Hidden Disabilities 1	To allow access to visual representation of language	<ul style="list-style-type: none"> a) All signage to be pictorially represented e.g. room signs, toilets, exits and entrances 	HOB	By September 2025	Pictorial signage
Hidden Disabilities 2	To limit anxiety of access to new buildings and staff	<ul style="list-style-type: none"> a) to have video walkthroughs of all learning areas b) to have full staff profiles with pictures, written and auditory introductions 	HOB HOB	By September 2025 By September 2025	N/A

		c) to have floor plan packs available on request	HOB	By September 2025	
Hidden Disabilities 3	To provide access to a quiet, regulatory environment internally and externally	a) identify an appropriate internal and external regulatory space and equip appropriately b) make clear on floor plan and grounds map the internal and external regulatory spaces c) provide introduction to internal and external spaces to visitors	HOB Identified person responsible for visitor/student HOB	By September 2025 By September 2025 By September 2021/ongoing	N/A

Forge

Ref	Targets	Action	Person Responsible	Time Scale	Resources
Ambulatory Disabilities 1	To maximise ingress and egress for those with ambulatory disabilities	a) Wheelchair ramps fitted or available for access doors in Barn 1 and 2, fire exit from Barn 2, fire exit from Barn 1 Living Room b) Installation of pathway from carpark to entrance doors c) Handrails to be fitted throughout ground floor and on entrance step(s)	Proprietor Proprietor Proprietor	By July 2024 By September 2025 By September 2025	Ramps Handrails Identify appropriate solution for (b)
Ambulatory Disabilities 2	To allow for toilet access for those with ambulatory disabilities	a) Handrails to be fitted to ground floor toilet in Barn 2	Proprietor	By September 2025	Handrails
Ambulatory Disabilities 3	To allow for ease and comfort of first aid access	a) Consider relocation to Barn 1 to avoid conflict with sensory/movement room b) Consider modification of ground floor Barn 1 to accommodate First Aid Room	HOB/Safeguarding and Compliance Lead	By September 2025	

Ambulatory Disabilities 4 / Dexterity Disabilities 1	To allow parking in close proximity to buildings for those with ambulatory or dexterity disabilities	a) Provide designated disabled parking bays with clear signage in car park, close to the entrance of building located to the right of the office window into corridor space.	Proprietor	By September 2024	Paint Signage
Dexterity Disabilities 2	To allow for ease of access routes throughout building	a) installation of handrails throughout corridor areas b) ensure all corridors are free of furniture that hinders ease of access to learning spaces c) ensure ease of opening doors through installation of easy grip handles or push plates/double hinged doors	Proprietor HOB Proprietor	By September 2025 By July 2024/ongoing By September 2025	Handrails Door handles/plates/hinges
Visual Disabilities 1	To allow unobstructed routes to, through and out of buildings	a) to ensure hazard tape or yellow paint to identified areas of risk: i) all steps into/out of building e.g. front doors, fire exits, sidedoor ii) each step on staircase in Barn 1 and Barn 2 iii) right and left sides of doors, on architrave b) to place large signage with consideration given to font and colour choice suitable for those with visual impairments around buildings to indicate fire exits and toilets.	HOB/Safeguarding and Compliance Lead HOB	By September 2025 By September 2025	Hazard tape Signage
Auditory Disabilities 1	To ensure fire alarms are represented visually	a) Install beacon lights to flash when fire alarm sounds in all teaching rooms and common areas	Proprietor	By September 2025	Beacon lights
Auditory Disabilities 2	To allow access to auditory information	a) Source Eversound listening system or equivalent	Proprietor	By September 2025	Listening system

Hidden Disabilities 1	To allow access to visual representation of language	a) All signage to be pictorially represented e.g. room signs, toilets, exits and entrances	HOB	By September 2025	Pictorial signage
Hidden Disabilities 2	To limit anxiety of access to new buildings and staff	a) to have video walkthroughs of all learning areas b) to have full staff profiles with pictures, written and auditory introductions c) to have floor plan packs available on request	HOB HOB HOB	By September 2025 By September 2025 By September 2025	N/A
Hidden Disabilities 3	To provide access to a quiet, regulatory environment internally and externally	a) make clear on floor plan and grounds map the sensory room and sensory garden b) provide introduction to sensory room in Barn 1 and sensory garden opposite Barn 1's entrance	HOB Identified person responsible for visitor/student HOB	By September 2025 By September 2025 By September 2025/ongoing	N/A

The Oaks

Ref	Targets	Action	Person Responsible	Time Scale	Resources
Ambulatory Disabilities 1	To allow parking in close proximity to buildings for those with ambulatory or dexterity disabilities	a) Provide designated disabled parking bays with clear signage in the car park, close to the entrance of the building located to the right of the office window into corridor space.	Proprietor/landlord	By September 2025	Signage
Ambulatory Disabilities 2	To maximise ingress and egress for those with ambulatory disabilities	a) Handrails to be fitted throughout ground floor exit and on entrance step(s) b) Ramp required for back door	Proprietor	By September 2025	Handrails Ramp
Visual Disabilities 1	To allow unobstructed routes to, through and out of buildings	a) to ensure hazard tape or yellow paint to identified areas of risk:	HOB/Safeguarding and	By September 2025	Hazard tape Signage

		<p>i) all steps into/out of building e.g. front doors, fire exits, rear door</p> <p>b) to place large signage with consideration given to font and colour choice suitable for those with visual impairments around buildings to indicate fire exits and toilets.</p>	<p>Compliance Lead</p> <p>HOB</p>	<p>By September 2025</p>	
Auditory Disabilities 1	To ensure fire alarms are represented visually	a) Install beacon lights to flash when fire alarm sounds in all teaching rooms and common areas	Proprietor	By September 2025	Beacon lights
Auditory Disabilities 2	To allow access to auditory information	a) Source Eversound listening system or equivalent	Proprietor	By September 2025	Listening System
Hidden Disabilities 1	To allow access to visual representation of language	b) All signage to be pictorially represented e.g. room signs, toilets, exits and entrances	HOB	By September 2025	Pictorial signage
Hidden Disabilities 2	To limit anxiety of access to new buildings and staff	<p>d) to have video walkthroughs of all learning areas</p> <p>e) to have full staff profiles with pictures, written and auditory introductions</p> <p>f) to have floor plan packs available on request</p>	<p>HOB</p> <p>HOB</p> <p>HOB</p>	<p>By September 2025</p> <p>By September 2025</p> <p>By September 2025</p>	N/A
Hidden Disabilities 3	To provide access to a quiet, regulatory environment internally and externally	<p>c) make clear on floor plan and grounds map the sensory room and sensory garden</p> <p>d) provide introduction to sensory room in Barn 1 and sensory garden opposite Barn 1's entrance</p>	<p>HOB</p> <p>Identified person responsible for visitor/student</p> <p>HOB</p>	<p>By September 2025</p> <p>By September 2025/ongoing</p>	N/A

ACCESSIBILITY PLAN

Schedule 22: Action Plan B – Improving Curriculum Access

Ref	Targets	Action	Person Responsible	Time Scale	Resources
External Communication 1	To ensure all parents/carers to have an understanding of the curricular provision available to the student	<ul style="list-style-type: none"> a) Bi-annual online meetings for parents to understand and explore curriculum offering in order for partnership and reinforcement of positive attitude to school in the home environment. b) Bi-annual reporting of child's attainment and progress, with guidance literature available for clarity of information. 	Regional Education Manager HOB	September 2024/Ongoing Ongoing	N/A
External Communication 2	To ensure joint home/school awareness of any emerging needs/barriers to the curriculum.	<ul style="list-style-type: none"> a) Termly review and report of any emerging needs in ambulatory, dexterity, visual, auditory or hidden disabilities. b) Establish and maintain clear communication channels with parents/carers to share dynamic developments both in school and at home. 	HOB HOB	Ongoing Ongoing	N/A
Internal Communication 1	For all staff to have knowledge of students needs and methods of supporting	<ul style="list-style-type: none"> a) EHCP dissection and sharing of strategies to support students, as well as to identify emerging school-wide training needs b) Key workers to be identified to support and oversee day to day development of individual students, and take responsibility for updating student profile 	HOB HOB	Ongoing Ongoing	N/A
Internal Communication 2	To have an understanding of individual cohort needs	<ul style="list-style-type: none"> a) HOB sharing emerging patterns of behaviour of students, suggesting training needs for their team to the Headteacher. 	HOB	September 2024/Ongoing	N/A
Internal Communication 3	To actively identify barriers to learning for each child and provide an environment to strategise and overcome these barriers	<ul style="list-style-type: none"> a) Core Group meetings attended by Head of Base, Director of Education, Regional Education Manager and PSHE, Maths and English teachers held termly to discuss the learning journey and barriers of each student at base and provide strategic guidance. 	Regional Education Manager	Ongoing	N/A

Staff Training 1	For all staff to be able to support and develop learners' reading.	<ul style="list-style-type: none"> a) Reading intervention training for identified members of staff. b) Basic phonic intervention training for familiarisation of key strategies and frameworks for all staff. 	Regional Education Manager	Ongoing	Online courses/resources Video training
External Expertise 1	To ensure early intervention and best practice in areas associated with OT and SALT.	<ul style="list-style-type: none"> a) Work with Speak Easy to construct a framework to identify emerging needs that require OT or SALT intervention b) Work with Speak Easy to establish strategies that all staff can use to benefit learners daily, based on their expertise 	Headteacher	Ongoing	N/A
Resources 1	To identify and utilise best in class resources to support curricular activities	a) Through findings of EHCP dissections identify resources appropriate for each individual child	HOB	Ongoing	Identified Resources
		b) Through consultation with National Autistic Society, Speech and Language Therapists and Occupational Therapists identify pioneering resources appropriate for Autistic learners and/or its comorbid conditions	Headteacher	Ongoing	Identified Resources
Visual Impairments 1	To allow visually impaired learners to access the curriculum	a) Consult with Royal Institute for the Blind and Leicestershire's Visual Support Team to identify ways in which we can improve access to the curriculum for visually impaired learners	Headteacher	October 2025/Ongoing	As identified
Hearing Impairments 1	To allow students with hearing impairments to access the curriculum	a) Consult with Royal National Institute for the Deaf and Leicestershire's Hearing Support Team to identify ways in which we can improve access to the curriculum for auditorily impaired learners	Headteacher	October 2025/Ongoing	As identified

ACCESSIBILITY PLAN

Schedule 23 Action Plan C – Improving the Delivery of Written Information

Ref	Targets	Action	Person Responsible	Time Scale	Resources
External Communication	To ensure parents/carers and visitors to access written information	<ul style="list-style-type: none"> a) Provide alternative formats available on request e.g. large font, braille, pictorial or symbolic b) translate documents on request, with identified software (see resources) 	Headteacher Headteacher	Ongoing	As identified in 'Resources' section.
Internal Communication	To ensure students and staff have access to written materials	<ul style="list-style-type: none"> a) Have alternative formats available on request e.g. large font, braille, pictorial or symbolic b) translative documents on request, with identified software (see resources) c) Provision of magnifier d) Ensure clear font and coloured backgrounds in documents through consultation with Leicestershire Visual Support Team e) Signage at base to have pictorial representation for non-readers 	Headteacher Headteacher Headteacher Headteacher HOB	Ongoing	Magnifier Signage
Staff Training	To understand the needs of individual students	<ul style="list-style-type: none"> a) Dissection of EHCP by Head of Base to identify written information needs e.g. visual impairment b) Consult with student around font size/colour of background etc c) Consult with student around use of pictorial/symbols 	HOB HOB/Keyworker HOB/Keyworker	Ongoing Ongoing	N/A
External Expertise	To ensure best practice and high expectation of learners accessibility to provision	<ul style="list-style-type: none"> a) Consult with Regional Education Manager/External experts to understand alternative methods of reading written information and when appropriate to utilise these methods. 	HOB	Ongoing	N/A

Date of issue: January 2021

Date of review: April 2024

Next Scheduled Review: April 2025

Document Owner: Director of Operations and Director of Education

Resources	To ensure high quality translation of materials	a) Research and invest in accurate translation software (Deep L, Memo Q, Global Link etc)	Headteacher	December 2025	As identified
		b) Research and invest in software for pictorial representation, having consulted NAS etc.	Headteacher	December 2025	
Visually Impaired	To ensure visual impairment is in no way a barrier to academic achievement	a) Report accessibility arrangement for examinations (if appropriate) to the Exams Officer to book Reader or provide appropriate exams resources e.g. large font or braille.	HOB	Ongoing	N/A

Date of issue: January 2021

Date of review: April 2024

Next Scheduled Review: April 2025

Document Owner: Director of Operations and Director of Education