

Accessibility plan
Woodside Lodge OLC

Owner:	Executive HT/HT		
Last reviewed on:	29.10.26	**By :**	Julie Rawle
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1. Introduction

Duties under the Equality Act 2010 require the responsible body for the school:

- to plan to increase access to education for disabled pupils (an accessibility plan);
- to comply with the Public Sector Equality Duty (PSED); and
- for maintained schools, academies and PRUs, to publish equality information and objectives under the PSED.

This plan sets out the proposals of the responsible body of our school to increase access to education for disabled pupils in the three areas required by the accessibility planning duties:

- increasing the extent to which disabled pupils can participate in the school's curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services; and
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Our school aims to treat all its learners and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness, and removing any barriers to communication.

At Woodside Group our values reflect our commitment to a culture where there are high expectations of everyone. Learners 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 learners here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners.

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.

We have included a range of stakeholders in the development of this accessibility plan, including learners, parents/carers, and staff.

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. This document has been created utilising guidance from Accessibility plans and Equality Act 2010: a handbook for schools.

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 learners 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.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010. This action plan has been created through completion of a school based accessibility audit and school cohort questionnaire.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES (ALL BASES)	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for learners with a disability	• Our school offers a differentiated curriculum for all learners • We use resources tailored to the needs of learners who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all learners, including those with a disability • Targets are set effectively and are appropriate for learners with additional needs and in line with any relevant EHCP plans • The curriculum is reviewed to make sure it meets the needs of all learners	To ensure all learners have access to the full curriculum To ensure early intervention and best practice in areas associated with OT and SALT.	Ensure breadth of curriculum and topic approach for all second subjects Create long term plans for all second subjects. Review of transition process to ensure consideration of OT/SALT at initial stages of consultation Audit of needs through use of 'Accessibility Questionaire' OT/SALT register created	HOE/HT HOE HT HT/HOB HT/HOB	SEP 26 SEP 26 SEP 26 SEP 26 Ongoing	Progression documents for each subject area will show that planned learning builds on prior learning for learners. New learner and current learner need SALT/OT support recorded and support/ interventions monitored and tracked. Actions in accessibility plan. Register in place.

Improve and maintain access to the physical environment for learners with a disability	The school environments are adapted to the needs of learners and parents/carers as required. This includes: ● Seating ● Ramps ● Egress and ingress support ● Accessible parking bays ● Appropriate signage ● Contrast marking to steps ● External lighting to key access routes ● Routine door checks ● Designated quiet spaces ● Non-slip flooring	Maximise egress and ingress support at all front/side/rear doors, and throughout ground floor	Wheelchair ramps fitted or available for at least one entrance step Handrails to be fitted: - Main entrance points (Front/side/ rear) - ground floor toilets - throughout ground floor as required	HOC HOC	SEP 26 SEP 26	Learners will be able to access the main building and ground floor more easily. Main ingress/egress points and ground floor areas to be monitored for any remaining access issues.
		Allow unobstructed, highlighted routes to, through and out of buildings	Ensure hazard tape or yellow paint to identified areas of risk: - steps to front/side/ rear entrances - each step on staircase - changing floor levels	HOC	SEP 26	Learners/others with visual disabilities will be able to distinguish key areas of risk in relation to building layout
		Allow access to visual representation of language	All signage to be pictorially represented e.g. room signs, toilets, exits and entrances	HOB/HT	SEP 26	Learners/others with visual disabilities will be able to distinguish key building facilities and ingress/ egress points

AIM	CURRENT GOOD PRACTICE	OBJECTIVES (ALL BASES)	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information for learners with a disability	Our school uses a range of communication methods with learners and parents/carers to make sure information is accessible. This includes: ● Internal signage ● Large print resources ● Pictorial or symbolic representations ● Sensory RA in place ● Reasonable adjustment passports in place ● Resources available for learners with language based specific learning disability	To allow access to auditory/visual information To provide access to school environment and sensory spaces	Consideration regarding the need for induction loops/Eversound listening systems or equivalent Audit of needs through use of 'Accessibility Questionaire' to assess need. Floor plan packs to be created.	HOC HOB/HT HOB	SEP 29 SEP 25 SEP 25	Induction loops in place if assessed as required. Audit carried out with objectives and actions present in the Accessibility Plan. Floor plans in place and displayed

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. The document is owned and reviewed by the Executive Headteacher/Headteacher.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality, diversity and inclusion policy
- SEND policy
- Supporting learners with medical conditions policy
- Behaviour policy