

Woodside Group-Salford Farm OLC
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.

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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 Executive Headteacher and Head of Compliance.

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 September 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.

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Schedule 21: Action Plan A – Improving Physical Access

Salford Farm

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 step of Salford Farm b) Handrails to be fitted on entrance step	Proprietor Proprietor	By September 2025 By September 2025	Mobile Ramps Handrails
Ambulatory Disabilities 2	To allow for toilet access for those with ambulatory disabilities	a) Consider internal modification of premises for modification of downstairs toilet, including door handles.	Proprietor Proprietor	By September 2025	Handrails Solution for (a)
Ambulatory Disabilities 3 / Dexterity Disabilities 1	To allow parking in close proximity to buildings for those with ambulatory or dexterity disabilities	a) Provide designated disabled parking bay with clear signage on the front driveway close to door access.	Proprietor	By September 2024	Paint/erect Signage
Dexterity Disabilities 2	To allow for ease of access routes throughout building	a) ensure all corridors are free of furniture that hinders ease of access to learning spaces, especially considering the student entrance area b) ensure ease of opening doors through installation of easy grip handles or push plates/double hinged doors	HT Proprietor	Ongoing By September 2025	Handrails Door handles/plates/hinges

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Visual Disabilities 1	To allow unobstructed routes to, through and out of buildings	a) to ensure stair nosing treads to identified areas of risk: i) front step, rear patio door and kitchen back door ii) first/last/turn steps on staircase	HT/Safeguarding and Compliance Lead	By September 2025 By September 2025	Stair nosing treads/ Signage
Auditory Disabilities 1	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	HT	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	HT HT HT	By September 2025 By September 2025 By September 2025	N/A

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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	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.	HT HT	September 2025/Ongoing Ongoing	N/A
External Communication 2	To ensure joint home/school awareness of any emerging needs/barriers to the curriculum.	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.	HT HT	Ongoing Ongoing	N/A
Internal Communication 1	For all staff to have knowledge of students needs and methods of supporting	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	HT HT	Ongoing Ongoing	N/A
Internal Communication 2	To have an understanding of individual cohort needs	a) sharing emerging patterns of behaviour of students, suggesting training needs for their team by the Headteacher.	HT	January 2024	N/A
Staff Training 1	For all staff to be able to support and develop learners' reading.	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	September 2024	Online courses/resources Video training
Resources 1	To identify and utilise best in class resources to	a) Through findings of EHCP dissections identify resources appropriate for each individual child	HT	Ongoing	Identified Resources

	support curricular activities	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 to identify ways in which we can improve access to the curriculum for visually impaired learners	Headteacher	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 to identify ways in which we can improve access to the curriculum for auditorily impaired learners	Headteacher	Ongoing	As identified

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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	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	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 HT	Ongoing	Magnifier Signage
Staff Training	To understand the needs of individual students	a) Dissection of EHCP by HT/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	HT HT/Keyworker HT/Keyworker	Ongoing	N/A
External Expertise	To ensure best practice and high expectation of learners accessibility to provision	a) Consult with Regional Education Manager/External experts to understand alternative methods of reading written information and when appropriate to utilise these methods.	HT	Ongoing	N/A

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Resources	To ensure high quality translation of materials	a) Research and invest in accurate translation software (Deep L, Memo Q, Global Link etc) b) Research and invest in software for pictorial representation, having consulted NAS etc.	Headteacher Headteacher	December 2024 December 2024	As identified
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.	HT	Ongoing	N/A