Woodbridge Primary School
Accessibility Plan

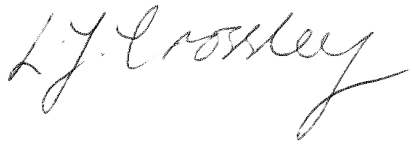
Approved by Governors	
Last Reviewed	**February 2025**
Next review due	**February 2027**

Signed by:

Mr Nick Wellington

Chair of Governors

Signed by:



Miss Lynsey Crossley

Headteacher

Woodbridge Primary School
Accessibility Plan 2024-2027

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

Our 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.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

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.

The plan will be made available online on the school website, and paper copies are available upon request.

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.

Aim 1: To increase the extent to which pupils with a disability can participate in the school curriculum. Our key objective is to reduce and remove barriers to access to the curriculum and to ensure full participation in after school clubs, sporting activities and school visits for pupils, and prospective pupils, with a disability.

Aims	Current Good Practice	Objectives	Actions to be taken	Date to complete actions	Success Criteria
To be aware of the access needs of disabled children, staff, governors and parents/carers.	Information from parents, pre-school, school and discussions with the headteacher, staff and governors enables additional resources and measures to be put in place.	Ensure the school staff and governors are aware of access issues. Implement access plans for individual disabled children as part of the SEND process. Ensure that parents, staff and governors can access areas of the school safely.	Annual reminder to parents and carers to inform the school if they have problems with access to areas of the school - new or existing needs to contact the school office. Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired.	Ongoing monitoring by HT/SENCo	SEND objectives are in place for disabled pupils. And all staff are aware of pupils' needs. All staff and pupils are confident that their needs are met. Parents have full access to all areas of the school. Blue badge holders have access to the disabled parking bays. PEEPs are prepared and reviewed as individual needs change.
To ensure good liaison with Nursery providers to review potential intake and establish close liaison with parents.	Nursery and Reception teacher liaison with feeder schools and parents prior to children joining the Early Years classes.	Ensure collaboration and sharing of information between families and school is established before the child joins the school. Identify pupils who may need support and access support and advice from external agencies. Ensure resources and adaptations are in place when need is identified.	Maintain close liaison with pre schools/nurseries and families.	Ongoing monitoring by HT/SENCo/EYFS Lead	Families and school collaborative approach. Pupils in need of additional support identified.
To establish close liaison with outside agencies for pupils with ongoing health needs. E.g. children with severe asthma, allergies, epilepsy, visual impairment and hearing impairment.	The school currently works with: The School Nursing Service Visual Impairment Advisor	To ensure collaboration between all key personnel in order to fully understand the complexity of needs. To work collectively to implement individual care plans.	To seek advice where new needs are identified. To ensure all relevant staff receive appropriate training. To ensure that staff follow recommendations.	Ongoing monitoring by HT/teachers/TAs/Outside agencies	Clear, collaborative working approach is in place. Recommendations are fully implemented. Accessibility is achieved for all pupils - including school residentials.

To ensure that visually impaired pupils have full access to the school's curriculum and learning environment.	HT/SENCo works with parents and the VI advisory teacher to understand particular needs and levels of visual impairment. An environmental site check is carried out by the environmental rehabilitation officer from the VI team. The school site has been adapted to meet the needs of pupils with VI with marked edges, hazardous areas marked. Information shared with staff to raise awareness of need and how to support.	To ensure that all staff understand the particular needs of children with VI. To ensure that children with VI have equality of opportunity and are not disadvantaged by their disability. To ensure that advice is in place to meet the particular visual needs of each child. To ensure that staff engage with and implement advice from the VI advisor.	To review the appropriateness of advice as the child moves through the school. Maintain ongoing dialogue with parents and pupils in order to understand needs. Maintain ongoing dialogue with VI advisor. To ensure that technology continues to support the VI needs of the pupil as they move through the school.	Termly reviews by HT/SENCo/ Class teachers/TAs	Visually impaired people feel safe in the school environment. The school environment is safe and accessible for children with VI needs. VI children are able to access the school curriculum successfully with the support of resources and as a result of staff fully understanding their needs.
To closely review and track the attainment and progress of all SEN pupils.	HT/SENCo/Classteachers/ Pupil Progress meetings. Termly meetings with parents - progress and outcomes shared. Personalised Provision Plans in place for children with additional needs.	To ensure that the progress of pupils with additional needs is tracked using SEND assessments, whole school assessments and progress made towards Personalised Provision Plan targets.	SENCo to maintain a review of Personalised Provision Plans to ensure that targets meet specific needs and progress is evident. Maintain focus on tracking attainment and progress at pupil progress meetings.	Termly review of Personalised Provision Plans by SENCo/ Classteachers and Parents. Termly pupil progress meetings with HT.	Progress towards EHC and Personalised provision plan targets is monitored. Progress and attainment is monitored by class teachers/SENCo and HT.
To ensure full access to the curriculum for all children.	QFT strategies used for ALL pupils and in particular those pupils with additional needs. Personalised provision Plans detail specific QFT, support and resources for pupils with additional needs. Pre Key Stage materials assist in the development of learning and assessment opportunities. Chromebook accessibility features are used to support pupil's access to the curriculum. CPD is in place with external agencies to ensure that	To ensure that all pupils are able to access a broad and balanced curriculum. To ensure that QFT strategies are embedded within teaching practice across all curriculum subjects. Resources are adapted where appropriate to meet individual needs. Training is in place where needs are identified to ensure that all children access the curriculum. Brain breaks and sensory-based activities are	Use outcomes of monitoring and assessments to make adaptations to the curriculum for identified pupils.	Ongoing monitoring by HT/SENCo/Class teachers.	All children will be able to access all aspects of the school's curriculum. Resources and technology are implemented and adapted according to individual needs. Increased access to the curriculum.

	identified pupils are able to access the curriculum. Consideration to clothing adaptations for identified pupils.	woven into the school day for identified pupils so that their access to the curriculum is increased.			
Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.					
Aim	Current Good Practice	Objectives	Actions to be taken	Date to complete actions	Success Criteria
Improve the physical environment of the school in order to meet the range of needs across the school.	The school carries out an ongoing review of the school environment and resources to ensure that they meet the needs of all pupils. The environment is adapted to the needs of the pupils as required. This includes: a lift, wide corridors, accessible parking bays, accessible toilets. The school environment and grounds have been adapted to meet the needs of pupils with visual impairments following advice from the VI advisor.	To take into consideration the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and reviewing the school site.	To make further adaptations to the school environment when and if needs are identified.	Ongoing review by HT/SENCo/Class teachers	The school environment will be inclusive and will be accessible to all pupils, staff and visitors. The school environment will be safe for all pupils and staff.
Ensure all with a disability and/or additional need are able to be involved fully in all aspects of school life.	Access plans/risk assessments for individual pupils and adults are in place.	To ensure that the school is fully accessible to all pupils, families and staff.	Maintain access plans and risk assessments as new families join the school or needs change.	Ongoing review by HT/SENCo/Class teachers	Identified needs are met as fully as possible.
Ensure disabled parents have every opportunity to be involved in the life of the school, including communication.	Regular discussions take place which enable us to identify the access requirements of disabled parents. Alternative means of communication are provided to ensure access. Allocated seating at performance events and navigational support at sporting events .	To ensure that the school is aware of any parents with disabilities and implement appropriate strategies to ensure they can engage fully with their child's education.	If needed, allocate a parking permit if the parent or child has a disability.	Ongoing review by HT/SENCo/All staff	Disabled parents participate fully in all aspects of school life as appropriate.

	Consideration given to lighting to ensure improved access.				
Aim 3: To improve the delivery of information to disabled pupils and parents.					
Aim	Current Good Practice	Objectives	Actions to be taken	Date to complete actions	Success Criteria
To enable improved access to written information for pupils, parents and visitors.	Detailed discussions with parents and pupils enable the school to have a full understanding of individual diagnosis and needs. All staff are aware of the need to adjust font type, size and page layouts to support pupils with visual impairments and dyslexic-type profiles. Books are accessible on Chromebooks enabling fonts to be increased. Accessibility features such as text-to-speech and Read along improves access for identified pupils. Class Dojo supports parent communication.	To ensure that the school environment and curriculum is fully accessible to children and adults with visual impairments and/or identified needs.	Review needs on an ongoing basis and make adjustments as necessary.	Ongoing review by All staff.	Parents can access all school information regardless of disability or need. The school is an inclusive environment for all pupils and adults.
To ensure that all children with ASD have access to the curriculum.	Regular parent communication is in place. QFT strategies, support and resources are detailed on Personalised Provision Maps. SES may be involved with supporting pupils and staff. Pre Key Stage materials assist in the development of learning and assessment opportunities as needed.	To ensure that all staff are aware of the needs of identified pupils. To ensure that resources and strategies are adapted to meet the needs of ASD pupils.	Maintain visual time tables, Now and Next boards, individual communication systems, TEACCH technique, social stories as needs become evident.	Ongoing review by All staff.	ASD pupils are able to successfully access school life and the curriculum.
To review children's records ensuring school awareness of any disabilities.	Detailed information collected about new children. Information passed onto the	To ensure that the information held by the school is accurate and up-to-date for all pupils.	Review and update records as appropriate.	Annually and as required.	Class teachers and Support staff are aware of the disabilities of the children in

	new class teacher during transition meetings. Medical forms updated annually for all children. Allergy and severe medical needs information displayed in key areas around the school and in class medical files.				their class. Effective communication of information about disabilities and needs throughout the school.

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 and approved by the Governing Body and the Headteacher.

5. Links with other policies

This accessibility plan is linked to the following policies and documents which can be found on our website -

Risk assessment policy

Health and safety policy

Equality information and objectives (public sector equality duty) statement for publication

Special educational needs (SEN) information report

SEND policy

Supporting pupils with medical conditions policy