

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 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.

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.

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 through parent and pupil voice surveys.

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

Woodlands Community College Aecessibility Plan 2024-2027

1. Improving access to and participation within the curriculum

To increase the extent to which disabled pupils can participate in the school curriculum

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
SEND and medical needs registers to be up to date	Assistant Head for SEND and Inclusion SENDCos Welfare Officer	Ensure SEND register is fully up to date through termly liaison with Year Leaders. Ensure all pupils with a medical need have an ICHP and that these are shared with staff. Regular meetings to be held with parents of pupils with a medical need including prior to Year 7 transition	SEND register IHCPs	Ongoing	SEND register will be up to date. All medical needs will recorded. Staff are aware of pupils with SEND and/or medical need
Effective communication and engagement of parents	Assistant Head for SEND and Inclusion SENDCos Welfare Officer	Letters to be sent to all parents of all SEND pupils in Year 7 stating they are recorded as SEND Parents to be updated when pupils are added to or removed from the SEND register Parental views to be sought for annual reviews Consideration of which areas are used for parents evening to ensure access for all. Use of lifts during parents' evenings/open evenings if required. Support provided at the office for parents to complete forms	-SEND register Pro forma letters	On going	Parents to be fully aware of their child's SEND status Parents to make meaningful contributions to annual reviews
Effective communications with Primary schools and Post-16 providers to provide a quality transition.	Deputy Head for Operations Assistant Head for SEND and Inclusion Transition Lead Deputy Head SENDCos	Early identification of Year 6 SEND pupils Additional transition visits Annual reviews for Year 11 to be held before October half term	SENDCo time	On going	Provision is in place from the beginning of Year 7 All Year 11 pupils with an EHCP have an identified college place.

Training for staff on specific SEND and classroom strategies	Assistant Head for SEND and Inclusion SENDCos ASC Leads	Update staff on pupils with SEND at the start of each academic year Staff to attend CPD training delivered by SENDCos SENDCos to complete monitoring to identify areas of good practice and those which need improving	-INSET time CPD briefing time	Ongoing	Increased staff knowledge around SEND
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To ensure that the medical needs of all pupils are fully met	Assistant Head for SEND and Inclusion SENDCos Welfare Officer	To liaise with external agencies and implement recommendations Make relevant referrals to external agencies Relevant to staff to attend specific training for medical needs e.g. diabetes Staff to be made aware of medical conditions where a rapid response is required Adaptations to mobile phone policy where relevant e.g. pupils with diabetes	Training time	On going	Recommendations fully implemented Training disseminated to relevant staff
Appropriate use of specialised equipment to benefit individual pupils	Assistant Head for SEND and Inclusion SENDCos Welfare Officer	Equipment available to support pupils including but not limited to; specialist chairs, ipads, chromebooks, overlays, fidget toys All staff aware of equipment required for individuals Outside agencies to review pupils at least termly or in line with their requirements Specific training for pupils to be able to use equipment effectively Specific training for staff to enable them to support with equipment CPD on adaptive teaching Access to two minibuses with lifts to support all pupils being able to access off site activities	Specialised equipment to be supplied by outside agencies or purchased	Ongoing	Equipment is used appropriately allowing pupils to fully access the curriculum
Interventions support pupils to make progress at least in line with peers	Assistant Head for SEND and Inclusion SENDCos	Implement an intervention menu which allows for support in a variety of areas	-Time for training on interventions Any specific resources required for interventions Specialist teacher/TA time to deliver interventions	Ongoing	Pupils with SEND show good progress from their individual starting points

2. Improving access to the physical environment

To improve the physical environment of the school to increase the extent to which disabled pupils can access a broad and balanced curriculum

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Ensure all day and residential trip risk assessments comply with Evolve recommendations	Deputy Head for Operations	Risk assessments to include specific needs of individual pupils Pre visits to be conducted where possible	-Risk Assessments -Time for pre visit if required	On going	All pupils are able to access school trips including residentials
Maintain safe access around the interior and exterior of the school	Deputy Head for Operations Assistant Head for SEND and Inclusion Site team	Meetings with outside agencies and recommendations implemented Repairs reported and completed promptly including near misses All staff to receive Health and Safety training annually Staircases to be clearly demarcated to allow clear vision of each step Potential areas of injury in the outside space to be painted to allow clear visuals of these	As recommended by external agencies	On going	There is safe access throughout the school
Ensure full accessibility of all floors and classrooms	Deputy Head of Operations	Ensure entrances and doorways comply with statutory guidelines Provide children with physical needs with a lift key and/or early exit pass	As recommended by external agencies	On going	All pupils can fully access all areas of the school
Ensure that the school is kept in a state of good repair and cleanliness	Deputy Head for Operations Site Team	Cleaning staff available at all times throughout the school day Repairs reported and completed promptly including near misses	Site Team time Cleaning and repair supplies	Ongoing	All pupils have access to a clean and safe environment
Ensure appropriate supervision of pupils at all times	Deputy Head for Operations	Duty rotas to be shared with all staff 3 adults to be allocated to each duty area for break and lunch Staff to wear hi vis jackets	All staff	Ongoing	All pupils are kept safe during break and lunchtime.

3.Improve the access and delivery of written information

To improve the delivery of information for pupils and parents

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Review documentation on website to check accessibility for parents	Assistant Head for SEND and Inclusion IT support team	Ensure documents are available in different formats if required. Reception to be aware of parents who may need support in accessing materials and assisting with this.	Staff time	On going	All parents will be able to access key documentation on the website
Ensure written materials are available in alternative formats	Assistant Head for SEND and Inclusion IT support team	Ensure office staff are able to use google translate to translate any written letters ensure parents know this is available. Ensure parents with visual impairments can access policies through either a braille service or enlargement of papers Invite parents in who may need support completing forms.	Google translate Office time	Ongoing	Parents are able to access all information

Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Assistant Head for Inclusion in liaison with the Headteacher and Governing Body.

It will be approved by the Governing Body.

Links with other policies

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

- 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