Woodlands

respect resilience responsibility

School Accessibility and Disability Equality Policy

Date: November 2025

Review Date: November 2026

Woodlands Community College aims to serve the educational needs of the whole community and to provide an inclusive environment where diversity is encouraged and where access to participation in education is promoted. The policy of the school is that difference is respected and all students are treated fairly, respectfully and without prejudice. There is respect and worth of each individual

Statement of Commitment

The purpose of this policy statement is to outline the requirements of the Disability Equality duty detailed in the Disability Discrimination Act 2006. In accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA) The Act, superseded by the Equality Act 2010, gives people the right not to be discriminated against on the grounds of their disability. This means the school must have due regard to the need to:

- Promote equality of opportunity between disabled students and staff and other students and staff
- Eliminate unlawful discrimination
- Eliminate disability related harassment
- Promote positive attitudes towards disabled students and staff and disabled people in general
- Encourage participation by disabled students and staff in school life
- Take account of disabled people's disabilities even when that involves treating disabled people more favourably than others

Definition of Disability

'Disability is a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day to day activities' (DDA 1995 Part 1 para. 1.1) This definition was broadened and amended in December 2005 under the 2005 Disability Amendment Act:

- People with cancer or surviving cancer are now included, as are people with HIV and Multiple Sclerosis from the point of diagnosis
- For a mental impairment the need for it to be clinically well recognised has been removed.

Disability Equality in Education (DEE) recommended that all students with SEN and those with long term medical needs be treated as disabled for the purposes of the Act and for equality. This is in addition to all students with long term impairments, which have a significant impact on their day-to-day activities.

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for students, prospective students and our adult users with a disability.

Introduction

This School Accessibility and Disability Equality Policy reflects the importance Woodlands Community College puts on the inclusion of all disabled members of the school community. We will

- Promote equality of opportunity between disabled people and non-disabled people.
- Ensure that the school's aims and policies are consistent with the Disability Discrimination Act
- Eliminate discrimination that is unlawful under the Disability Discrimination Act.
- Eliminate harassment of disabled people that is related to their impairment.
- Ensure that we do not discriminate against disabled students in our admissions and exclusions processes, or in the provision of education
- Ensure that we do not treat disabled students less favourably
- Take reasonable steps to avoid putting disabled students at a substantial disadvantage
- Promote positive attitudes towards disabled people.
- Explicitly educate students on ableism through the PSHE curriculum and the values programme
- Encourage participation by disabled people in public life.
- Take steps to meet disabled people's needs, even if this requires more favourable treatment.
- Ensure that the school building and the school curriculum are accessible to all members of the disabled community.
- Ensure that in performing their duties, governors and staff will have regard to the Disability Rights Commission Code of Practice (2002)
- Ensure that the school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.
- Publish a School Accessibility and Disability Equality Scheme Action Plan and monitor and report on its progress annually to line manager. This will involve consultation with disabled people.
- Review and renew the School Accessibility and Disability Equality Action plan every 3 years, in consultation with disabled people.
- Support the accessibility of the school admissions process to non-English speaking families

Register of disabled students, staff and parents

In order to ensure the participation of disabled students, staff and parents in the evaluation and review of the plan, a confidential disabled register will be kept by the school. Names will be included on this register only with the consent of the individual's parents in the case of students. This information will not be used for any other purpose other than supporting the delivery of the Disability Equality Policy.

School performance

Evidence will be gathered and analysed on an annual basis as part of the school cycle of self-evaluation on the following:

- Achievement at the end of each Key stage by students with disabilities
- Recruitment, retention and CPD of disabled staff

School policies

School policies are reviewed by the Governing body. At the time of the review consideration will be given to the impact of the policy upon the school's general ability to deliver the General Duty. Policies will be amended as necessary to ensure that the school meets its General Duty.

Current provision

Woodlands Community College responds positively to the duty to promote disability equality. Students with disabilities are welcomed and supported in order for them to fulfil their learning potential.

Involvement of students and staff with disabilities and organisations for the disabled

The school will involve a variety of disabled and non-disabled students, employees and representatives from disability organisations in the local community in its plan.

The following will be used:

- Forums/focus groups of disabled students/parents
- Students/parents as informal accessibility advisors
- Questionnaires
- External organisations/advisors

This information will be combined with data analysis and this will be used to inform planning and improve performance in order to improve outcomes for our disabled community.

The policy is also available in the following formats, on request to the Head Teacher: email; enlarged print version; other formats by arrangement.