

WOODRIDGE PRIMARY SCHOOL ACCESSIBILITY PLAN 2026-2029



This plan should be read in conjunction with the **School Improvement Plan** and outlines the proposals of the governing body of **Woodridge Primary School** to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils

- The co-headteachers and other relevant members of staff
- Governors
- External partners

This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

Definition (Equality Act 2010)

“A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities”

Recent/Ongoing School Developments

2016	Provision of Art Therapist to support children with emotional difficulties
2016	Provision of wider doors into Y5/Y6 classroom
2016	Provision of handrails along steps at the front of the school
2017	Provision of The Sunshine Room for therapeutic interventions and as a safe space for children
2018	Installation of a new perimeter fence to keep children safe within the school grounds
2025	Resourcing of Sunshine Suite with new, appropriate resources
2026	Creation of an additional small outside space to expand the Sunshine Room

Maintenance and renewal:

To ensure that these developments do not fall into disrepair all improvements made under this Accessibility Plan will be built into the regular checks of the Site Supervisor and Health and Safety Governor.

Individual needs:

Priorities set out in this plan may change to accommodate the changing needs of individuals, as advised by the SENCO and line managers (for staff).

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Access to the Curriculum

Target	Strategies	Timescale	Responsibility	Success Criteria
Ensure all teachers and TAs have access to specific training on disability issues	Deliver specific training targeted at specific pupils/groups of pupils as and when needed	As necessary	SENCo	Raised confidence of Teachers and TAs in strategies for differentiation, inclusion and increased pupil participation
Ensure all staff are aware of disabled pupils' curriculum access	Ensure all staff aware of individual pupil needs and continue to provide training and bespoke provision where necessary	Ongoing	Co-Headteachers, SENCo briefings, meetings and Pupil Progress Meetings	All appropriate staff aware of individual pupils' access needs and are aware of individual care plans for pupils with specific allergies, medical needs
Ensure all staff are aware of, and able to use, SEN resources	Continue to provide training for relevant members of staff	Ongoing	SENCo	Children have access to relevant programmes to support their learning
Review all curriculum areas to include disability issues in relation to DED requirements	Include specific reference to disability equality in all curriculum reviews	Ongoing at	All Subject leaders	All pupils have equal access to the curriculum or a differentiated curriculum

Access to the Physical Environment

Target	Strategies	Timescale	Responsibility	Success Criteria
School is aware of the access needs of pupils with disabilities, staff and parent/carers	Create access plans for individual children disabilities, when and where necessary	As necessary	SENCo	Individual plans in place for all pupils with disabilities and all staff aware of all pupils' access needs.
Ensure that all pupils with disabilities can be safely evacuated in case of emergency	Put in place Personal Emergency Evacuation Plans for identified pupils, where and when necessary	As necessary	SENCo	All disabled children and staff working with them are safe and confident in the event of an emergency
Ensure that disabled parking bay is available when needed	Space always kept clear for visitors with disabilities when needed.	As necessary	Site manager	Accessible parking bay for staff/visitors with disabilities

To develop a small outside space adjoining the Sunshine Suite for specific pupils	Create an accessible area for water and sand play and for messy outdoor activities.	During 2026	Co-Headteacher and SENCo	Outside area is being used by a variety of children as an additional resource base
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Access to Information

Target	Strategies	Timescale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible	<ul style="list-style-type: none"> - Consult parents/carers about access needs when child is admitted to school - Review all letters home to check that they are written in Plain English - Ensure SEND Information report is on school website and other key SEND documents - SEND information shared with parents through SENCO, SEND coffee mornings and School Newsletter 	<p>As necessary</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>SENCo</p> <p>Co-Headteachers</p> <p>SENCo and Co-Headteachers</p>	Parents/ Carers able to easily access all information related to school
Discussion about access to information for parents/carers in all annual reviews	Consult with parents/carers and children about access to information and preferred formats in all reviews	As necessary	SENCo	Parents/ Carers able to easily access all information related to school
Ensure that all staff aware of information relating to pupils from external agencies e.g Speech Therapist	<ul style="list-style-type: none"> - Reports from external agencies made available to relevant staff - Training available to relevant staff to carry out recommendations in reports 	As necessary	SENCo	Recommendations put into place for benefit of pupils

Updated January 2026

Policy Ratified (Date):

Signed Headteacher:

Signed Chair of Governors: