



Accessibility Policy

ISSUE DATE:	29 th January 2026
APPROVED BY:	Governors
DATE OF REVIEW:	30 th April 2026
DATE OF NEXT REVIEW:	30 th April 2027

REVIEW HISTORY

Version No.	Date of Change	Change Summary	Page No
1.0	27/01/2025	Updated branding	
2.0	29/01/2026	Amendment to Actions to be taken	5
3.0	30/04/2026	'Aims' paragraph change	3
3.0	30/04/2026	Terminology change to 'children with disabilities'	3

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 disabled pupils 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 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.

Woodland Grange is a highly inclusive school and promotes this by the use of a highly differentiated curriculum ensuring every child reaches their full potential.

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.

We are part of OAK Trust.

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

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.

This policy complies with our funding agreement and articles of association.

3. Action plan

The aim of this Accessibility Plan is to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the physical environment of the school in order to increase the extent to which pupils with disabilities are able to take advantage of education and associated services provided by the school and which allow parents and carers better access.
- Improve access to information which is of a written nature to both pupils and carers who have a disability.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES Short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	EVALUATION
Increase access to the curriculum for pupils with a disability	• Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to ensure it meets the needs of all pupils	All children achieve their full potential. Ongoing training for staff Resources purchased to meet group and individual need. SEND register is regularly monitored. Cause for concern lists kept. IEP's written, implemented and monitored Intervention maps written	Pupil progress meetings Intervention mapping Assessments IEP's reviewed and shared Formal and informal feedback given to pupils Parents meetings held as needed Current action: Out of school trips and residential which enhance the curriculum are planned to ensure participation of all students	Class Teachers SLT DHT HT SENDCo	Ongoing	

AIM	CURRENT GOOD PRACTICE	OBJECTIVES Short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	EVALUATION
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Corridor width • Disabled parking bay • Disabled toilets and changing facilities • Paths to access grassed area	To ensure the school environment is fit for purpose	Ongoing maintenance and identification by all staff to ensure school site is accessible to all Current actions: Hoist to be moved to the main school building and changing table to be installed. Ensure library is accessible to all	HT PO	Ongoing	
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Staff wear microphones for hearing impaired children. • Pictorial or symbolic representations • Communication and Print	To ensure that all methods of communication are used so that our children are able to access the curriculum.	Ongoing need arises.	SENDCo PO HT	Ongoing	