



Woodend Farm school

Kindness comes in many forms

Accessibility Plan

Version: October 2025 V1.4

Original Issued: November 2022

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RECORD OF POLICY AMENDMENT / HISTORY

Version / Issue	Updated by	Date	Reviewed/ Approved By Governors	Reason for Change
V1.0 – initial draft	Gemma Quantrill	16/11/2022	26/01/2023	New policy
V1.1	Gemma Quantrill	19/10/23	08/11/2023	Annual review
V 1.2	Nicola Overland	8/10/2024		Annual review and updates
V1.3	Gemma Quantrill	26/09/2025	17/09/2025	Annual review
V1.4	Gemma Quantrill	10/10/25	17/09/2025	Amendment to job titles

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1. Our Aim

At **Woodend Farm School**, which provides both primary and secondary education, we are committed to creating an inclusive environment where every pupil can thrive academically, socially, and emotionally.

Under the **Equality Act 2010** and the **SEND Code of Practice (0–25)**, schools must have an accessibility plan. The purpose of this plan is to:

- **Increase participation:** Ensure pupils with disabilities can fully access and engage with our broad and balanced curriculum across all phases.
- **Improve the physical environment:** Maintain and adapt our facilities so that pupils with disabilities can take full advantage of education, benefits, and services provided.
- **Enhance access to information:** Provide information in accessible formats for pupils and families with additional needs, including digital accessibility.

Our approach is guided by the **Public Sector Equality Duty** and the latest **DfE guidance on accessibility and inclusion (2025)**, which emphasises:

- Embedding accessibility into whole-school improvement planning.
- Meeting digital accessibility standards (WCAG) for online learning and communication.
- Providing alternative formats (e.g., large print, audio, Easy Read) and assistive technology where needed.

We aim to treat all pupils fairly and with respect, ensuring access and opportunities without discrimination. Our inclusive ethos focuses on the well-being and progress of every child, recognising the equal worth of all members of our community.

This plan will be published on our school website, with paper copies available on request. Staff receive ongoing training on equality and disability awareness, including mandatory SEND CPD in line with national reforms.

We work in partnership with families, local authorities, and specialist services to develop and implement this plan effectively. Concerns relating to accessibility are addressed through our school's complaints procedure.

2. Legislation and guidance

This Accessibility Plan meets the requirements of **Schedule 10 of the Equality Act 2010**, the **Public Sector Equality Duty**, and the latest **Department for Education (DfE) guidance on accessibility and inclusion (2025)**.

The **Equality Act 2010** defines a person as disabled if they have 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.

- '*Long-term*' means a year or more.
- '*Substantial*' means more than minor or trivial.

This definition includes sensory impairments (such as those affecting sight or hearing) and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Under the **SEND Code of Practice (0–25)**, schools must make **reasonable adjustments** to ensure pupils with disabilities are not placed at a substantial disadvantage compared to their peers. These adjustments may include:

- Providing auxiliary aids or assistive technology.

- Adapting teaching strategies and resources.
- Making physical changes to the school environment.

In addition, schools are now expected to:

- **Embed accessibility planning into whole-school improvement** strategies.
- **Ensure digital accessibility** for online learning and communication, meeting WCAG standards.
- **Provide information in alternative formats** (e.g., large print, audio, Easy Read) where required.
- **Train all staff** in equality and disability awareness, including mandatory SEND CPD for teachers and leaders.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Adapted curriculum across all phases; differentiated resources; use of assistive technology; inclusion of diverse role models in curriculum content.	Ensure curriculum remains fully inclusive and adaptable to meet evolving needs.	- Continue curriculum reviews for accessibility. - Embed digital accessibility in all online learning platforms. - Provide staff with mandatory SEND CPD and training on reasonable adjustments. - Develop subject-specific strategies for secondary phase (e.g.,	Executive Headteacher and SLT	Ongoing	Pupils with disabilities achieve progress in line with peers; curriculum audits show compliance with accessibility standards.

			science labs, PE).			
Improve and maintain access to the physical environment (Primary & Secondary)	Ramps, wide corridors, accessible toilets, disabled parking bays in place.	Maintain and enhance physical accessibility as cohorts and needs change.	- Conduct annual accessibility audit. - Ensure compliance with Equality Act guidance on single-sex and gender-neutral facilities. - Review classroom layouts for mobility and sensory needs. - Plan for accessible specialist areas.	Executive Headteacher, Business Manager	By the end of the academic year	All families and pupils can access information in their preferred format; website accessibility audit passed.

Improve the delivery of information to pupils with a disability	Use of large print, pictorial symbols, and Communicate in Print; some digital resources adapted.	Ensure all communication meets accessibility standards.	- Implement WCAG-compliant digital platforms. - Provide alternative formats (audio, Easy Read, braille) on request. - Install induction loops in reception and main hall. - Train staff on inclusive communication strategies.	Executive Headteacher, Business Manager	By end of academic year	All families and pupils can access information in their preferred format; website accessibility audit passed.
Strengthen staff knowledge and confidence in accessibility and inclusion	Equality and SEND awareness training delivered annually.	Embed accessibility into professional development for all staff.	- Deliver mandatory SEND CPD for all teachers and leaders. - Provide training on assistive technology and inclusive classroom strategies. - Include accessibility in induction for new staff. Executive Headteacher, CPD	Executive Headteacher, SLT	Termly	100% staff trained; staff surveys show increased confidence in supporting pupils with disabilities.

4. Monitoring arrangements

This document will be reviewed annually and when necessary, in line with any pupil and staff changes. It will be approved by the board after each review.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- SEND policy
- Supporting pupils with medical conditions policy

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