



**Inspiring Futures
Through Learning**



Woodnewton – A Learning Community Accessibility Plan 2025-2026

**Updated: September 2025
Review Date: September 2026**

Purpose

This plan has been guided by our vision and aims and is to secure provision for disabled members of our community. At Woodnewton a learning community we are committed to creating an environment which secures the inclusion of all children, staff, parents and visitors. Through developing an ethos of awareness, we aim to challenge any negative attitudes which may exist in relation to disability of any kind.

This plan is drawn up in accordance with the Disability Discrimination Act 1995 as amended by the SEN and Disability Act 2001. DfE guidance issued in July 2002 also informs our procedures and practice. As defined by the Disability Discrimination Act (DDA) 1995, we understand disability to be:

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

This plan includes:

- a description of processes for identifying, removing and preventing barriers for people with disabilities
- our objectives for improvement of accessibility over a three year period
- how our plans for improvement will be monitored

Accessibility Planning Process

Plans for accessibility improvement are developed bi-annually through our school evaluation and developmental planning process. Our action planning for improvement addresses the following:

- Physical facilities
- The school curriculum
- Support services
- Awareness
- Communication of information

Physical Facilities

This aspect of review and planning pertains to the physical environment of our school and explores the need for specialist facilities as required. It also addresses any alterations that may be required to the structure of the building to secure access for pupils, staff, parents and visitors.

The School Curriculum

All matters that pertain to a review of the curriculum are addressed in this part of our review and planning process. Our aim is to ensure that we secure access for pupils with disabilities.

It considers provision for teaching and learning and the wider curriculum of the school such as participation in extra-curricular activities and school visits. It also addresses the need for specialist aids and equipment that may be required for some pupils to secure their access to the curriculum. If necessary, the needs of staff with disabilities will also be considered to ensure that they are able to deliver fulfil their role in delivering the curriculum and securing the progress of all pupils.

Support Services

This looks at access to services that are currently provided within, and external to the school, to support children and families where a disability is identified.

Awareness

Review and planning in this area identifies training and development of staff. We aim to ensure that all staff are aware of the possible needs of persons with disabilities. Through diversity and equality curriculum opportunities, it also seeks to heighten children’s awareness of issues in relation to disability.

Communication of Information

Planning in this respect addresses how information about our work is communicated within the school and to a wider audience. It also examines communication between the home and school and within the school context about pupils who are identified as having a disability.

This plan will be amended in the light of emerging information received from the School’s evaluation and review procedures and updated accordingly on a needs basis.

The Accessibility Plan will be published on the school website.

ACCESSIBILITY PLAN September 2025 to September 2026

PHYSICAL FACILITIES
Process for Identifying barriers
<ul style="list-style-type: none"> <i>Annual Governor monitoring/ Daily visual risk assessments for each class and site supervisors/review of classroom environment at transition/general risk assessments for activities/feedback questionnaires as part of school evaluation process/ASP reviews/wellbeing monitoring/feedback from visitors/views of disabled persons</i>
Facilities already in place:
Route and entrance to the School;

- The school is within convenient walking distance of; public highways and paths, and there is a clearly signed bus stop within 200 m of the school entrance.
- The route to the school is supported by clearly marked crossings with tactile paving and a barrier system to aide people who are blind.
- The route is wide enough for wheelchair access and vegetation is trimmed back from the pathways.
- Surfaces are even and slip resistant with no gaps or cracks.
- The location of the school is clearly identified from the street.
- Car parking is clearly marked and there are 4 accessible bays provided for badge holders.
- The accessible bays are clearly marked with signage to the front of them. Doors can be fully opened to allow disabled passengers / drivers to transfer to a wheelchair parked alongside.
- The accessible bays are close to the front entrance, with dropped kerbs and smooth surface.
- The car park has safety marked out walking routes, crossing and clearly marked no stopping zones.
- The main entrance is wide enough for wheelchair access, and the floor is level to the threshold.
- The entrance is glazed panels (suitably marked for safety / visibility) and people can see from either side standing or seated.
- The door control is at a suitable height inside whether standing or seated.

Reception Area:

- Weather mats are located indoors that are flush and have suitable contrast colours.
- Clear views in / out ensure reception staff can see visitors and provide assistance if necessary.
- The entrance lobby and reception area is well illuminated.
- The reception counter is suitable for the approach and use by people either side, either standing or seated.
- Corridors are wide enough for wheelchair users to maneuver and turn.
- A disabled toilet and changing facility is provided with slip resistant floor, all fittings are easily distinguishable and reached, lever style taps available, as is a cord alarm, coloured red.
- Seating is provided in the reception area for anyone waiting to be seen.

Corridors and Internal surfaces:

- Corridors are wide enough for wheelchair access.
- Key areas around school are accessible for all users, Ks2 hall, libraries, playgrounds, computer suites.

Internal Stairs:

- KS2 Years 5 and 6 zones both have two classrooms downstairs and two upstairs.

- Treads on stairwells are long enough and the same length.
- Risers are shallow enough and of equal height.
- Edges to steps are clearly visible.
- Landings are big enough and provided at middle level.
- Handrails on both sides of stairway.
- Signs clearly mark which side to walk on.

Classrooms:

- Classroom reorganised to support safer movement of disabled pupil.

THE SCHOOL CURRICULUM

Process for Identifying barriers

- Daily monitoring of Learning Support/Evaluation of class teacher/performance data/evaluations of the children/outcomes of ASP reviews and parents consultation/advice and audits form external sources/SLT lesson observations/discussion with staff.

Facilities already in place:

- Pupils have access to the use of sloping boards/left handed self- opening scissors/theraputty /wobble cushions / pencil grips / seating wedges/ Lazy legz / Chew buddy's/ fidget toys / coloured acetates for reading and self checking/ coloured whiteboards.
- Sensory Break equipment – a selection of balance boards, gym balance ball, weighted hoola hoops / scoop and ball catchers / body boards and paddles/ ear defenders / 3 sided work stations.

Monitoring of Plans

This plan will be monitored by Learning Support Staff who work with pupils with disabilities/Reports to parents/School self evaluation processes/attendance at afterschool clubs/ SLT observations/curriculum review

SUPPORT SERVICES

Process for Identifying barriers

Feedback from children and parents/wellbeing tracking/performance data/ability to meet needs of community as requested/ability to secure external support as required/outcomes of ASP review.

Monitoring of Plans

This plan will be monitored by SENCO, SLT and the SEND governor.

AWARENESS

Process for Identifying barriers

Feedback from children and parents/ performance data/ability to meet needs of community as requested/ability to secure external support as required/outcomes of ASP review.

Monitoring of Plans

This plan will be monitored by the Community and Curriculum Governors.

COMMUNICATION

Process for Identifying barriers

Feedback from children and parents/questionnaires/Feedback from external agencies/ASP review.

- Diaries for named children set up to provide daily communication between home and school.
- Develop the school website as an efficient means of communication and support for parents.
- Termly Newsletter to parents.

Monitoring of Plans

This plan will be monitored by the Community and Curriculum Governors.