

WOODLANDS PRIMARY SCHOOL HEDGEHOGS NURSERY & SUNBEAMS CLUB



ACCESSIBILITY PLAN 2026-2029

Updated: October 2026

Review date: October 2029

Woodlands is committed to an ambitious, inclusive education in which children with disabilities can participate, learn, belong and achieve alongside their peers. This Accessibility Plan sets out how the Governing Body will, over time, improve accessibility for children with disabilities and remove or reduce barriers that could place them at a substantial disadvantage.

The plan fulfils the school's accessibility planning duty under Schedule 10 of the Equality Act 2010. It should be read alongside the school's SEND Policy, Equality Information and Objectives, Supporting Pupils with Medical Conditions Policy, Health and Safety arrangements, Behaviour for Learning Policy, Attendance Policy, Inclusion Strategy and School Development Plan.

The Equality Act definition of disability is a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. Disability and SEND overlap, but they are not interchangeable: a child with disabilities may not have SEN, and a pupil with SEN may not meet the statutory definition of disability.

The school also has an anticipatory duty to make reasonable adjustments for children with disabilities. Adjustments are considered individually and in advance where reasonably foreseeable; they may include changes to policies and practice and the provision of auxiliary aids and services. The school does not charge families for reasonable adjustments.

The three statutory aims

Over the period of this plan, Woodlands will take reasonable and proportionate steps to:

- increase the extent to which disabled pupils can participate in the curriculum;
- improve the physical environment so disabled pupils can take better advantage of education, benefits, facilities and services;
- improve the availability of accessible information to disabled pupils where information is readily available to pupils who are not disabled.

The Governing Body will have regard to the resources required to implement the plan. Accessibility is therefore considered through curriculum planning, staffing, procurement, buildings work, digital systems and school improvement rather than as a stand-alone SEND task.

Woodlands context and inclusive approach

Woodlands operates across Infant and Junior sites and includes provision from 9 months to 11 years through Hedgehogs Nursery, early years provision, mainstream primary classes and Sunbeams wraparound care. The school has an expanding LA-commissioned Specialist Inclusion Base (SIB) model for pupils with autism and other complex needs. Accessibility planning therefore needs to address physical, sensory, communication, cognitive, emotional and digital barriers across a wide age range and across both sites.

Both main school buildings are single-storey with level access, accessible toilet facilities and accessible parking. Accessibility is nevertheless kept under active review: a building being level does not by itself make every learning, social, sensory, communication or digital environment accessible.

Our approach is diagnostic rather than label-led. Leaders consider the pupil's strengths, barriers, communication, sensory and physical profile, medical needs, curriculum access, attendance and participation. Pupil and parent/carer voice, specialist advice and, where applicable, EHCP outcomes inform reasonable adjustments. The aim is maximum successful access to an ambitious curriculum and participation alongside peers, according to individual need.

How accessibility is identified, implemented and reviewed

- Admission and transition information is used to identify foreseeable access needs before a pupil starts or moves phase wherever possible.
- Teachers retain responsibility for curriculum access. The SENDCo, phase/subject leaders, pastoral and safeguarding staff support assessment, planning and review.
- Individual pupil profiles, EHCPs, medical plans, risk assessments, personal emergency evacuation plans (PEEPs) and access arrangements are used where appropriate; not every child with disabilities requires every document.
- Specialist advice is sought where needed, including from sensory support, occupational therapy, physiotherapy, health services, educational psychology and other relevant professionals.
- Adjustments are reviewed when needs, provision, staffing, environment or specialist advice changes. The school records significant adjustments and communicates them to relevant staff.
- Accessibility is considered when planning educational visits, PE, clubs, performances, residential, transitions and other wider opportunities so that disability is not an automatic reason for exclusion.
- Where a temporary injury or short-term medical condition creates an access barrier, the school will make proportionate temporary arrangements even though the condition may not meet the Equality Act definition of disability.

Curriculum participation and learning

High-quality teaching is the starting point. Staff adapt teaching, resources, communication, routines and the environment without unnecessarily reducing cognitive demand or narrowing the curriculum. Targeted and specialist provision is used where it increases successful curriculum access, regulation, communication and independence.

Priority	Action / strategy	Timescale	Lead	Evidence of impact
Staff knowledge and confidence	Maintain role-appropriate CPD in autism, communication, sensory need, de-escalation/positive handling where required, epilepsy, asthma, diabetes, visual/hearing impairment and other needs arising in the cohort. Brief staff on individual adjustments and emergency arrangements.	Ongoing; induction and when need changes	SENDCo / SLT / relevant leads	Training records; staff can explain adjustments; learning walks and case sampling show adjustments implemented consistently.
Accessible teaching and assessment	Use pupil profiles/EHCP outcomes and diagnostic assessment to plan reasonable adjustments, auxiliary aids, adapted resources, assistive technology and assessment arrangements. Ensure adjustments support independence and access to the same ambitious curriculum wherever possible.	Ongoing; reviewed at least termly for identified pupils	Class teachers / SENDCo / subject & phase leaders	Children with disabilities participate and make progress from their starting points; work scrutiny and pupil voice show barriers are reduced.
Communication and sensory access	Provide communication systems, visual supports, low-arousal/sensory adjustments, hearing/vision equipment and specialist resources where identified. Maintain equipment and contingency arrangements.	Ongoing	SENDCo / class teams / site & IT leads	Equipment is available and working; pupils can communicate, regulate and access teaching more independently.
Specialist Inclusion Base and regulation spaces	Use Specialist Inclusion Base provision, The Burrow (KS1 sensory/regulation space) as planned or responsive support that increases readiness to learn and successful access to curriculum and peers. Monitor frequency, duration, purpose and impact to avoid unnecessary separation.	2026-27 and ongoing	SENDCo / Inclusion Base leads / SLT	Case sampling shows provision has a defined purpose, is reviewed and improves access, participation, regulation or learning.
PE, visits and wider life	Plan reasonable adjustments and risk management early for PE, swimming, visits, residential, clubs and performances. Consult families/pupils and venues where useful; seek alternatives to exclusion.	At planning stage for every activity	Teachers / PE lead / EVC / SENDCo	Children with disabilities participate in the wider life of school; any non-participation is individually justified and reviewed.

Priority	Action / strategy	Timescale	Lead	Evidence of impact
Transition and change	Plan enhanced transition between rooms, sites, phases and settings where disability creates additional barriers; share essential access information securely and promptly.	Before each transition and on admission	SENDCo / phase leaders / class teams	Transitions are planned; pupil/parent voice indicates needs are understood; disruption to learning/access is minimised.

Physical environment and inclusive estate

Woodlands will keep both sites under review using an accessibility lens, including movement routes, entrances, toilets, classrooms, outdoor spaces, signage, acoustics, lighting, sensory load, evacuation and access to specialist/regulation spaces. The school will consider the DfE's 2026 Inclusive Education Estates guidance when planning adaptations and capital works.

Priority	Action / strategy	Timescale	Lead	Evidence of impact
Access audit	Complete and update a practical accessibility audit of both sites, including pupil/parent/staff feedback where relevant. Record barriers, reasonable interim measures, priority, cost and responsible lead.	Autumn 2026; annual review	Headteacher / SENDCo / Site & H&S leads	Current audit and prioritised action log inform premises and budget decisions.
The Burrow: KS1 sensory/regulation provision	Deliver the planned Infant-site sensory/breakout/support space using DFC, informed by current need and inclusive design principles. Evaluate whether it improves regulation, assessment and curriculum access.	2026-27	Headteacher / SENDCo / EYFS-KS1 leaders / Site lead	Space commissioned safely; use and impact reviewed through case sampling and pupil/staff voice.
Routes, rooms and facilities	Maintain level routes, accessible toilets, accessible parking and appropriate furniture; remove avoidable obstructions and review room layout for mobility, VI/HI and sensory needs.	Ongoing / termly site checks	Site lead / H&S / SENDCo	No identified physical barrier remains unaddressed without a documented rationale/interim control.

Priority	Action / strategy	Timescale	Lead	Evidence of impact
Evacuation	Identify pupils, staff or regular visitors who require individual evacuation arrangements; create and rehearse PEEPs where needed. Ensure staff understand roles and equipment/escape routes remain usable.	On identification; reviewed after drills/change	H&S lead / SENDCo / SLT	PEEPs current where required; drills/audits demonstrate safe evacuation arrangements.
Future works and procurement	Build accessibility into specifications for refurbishment, furniture, IT, signage and equipment rather than retrofitting where foreseeable.	At procurement/design stage	Headteacher / SBM / Site / IT / SENDCo	Procurement records and project plans demonstrate accessibility consideration; adaptations reflect identified need.

Accessible information, communication and digital access

Information will be made available in an accessible form where a disabled pupil would otherwise be placed at a substantial disadvantage. The required format will depend on individual need and may include enlarged print, high-contrast resources, simplified layout, symbol-supported material, audio/digital formats, assistive technology or specialist communication systems. Translation or interpreting for EAL may also be provided where needed, but language translation is distinct from the disability accessibility duty.

Priority	Action / strategy	Timescale	Lead	Evidence of impact
Pupil information	Provide accessible curriculum and school information in the format required by the pupil, informed by specialist advice where relevant.	Ongoing	Teachers / SENDCo / IT	Pupils can access information and demonstrate learning; preferred methods recorded and shared.
Parent/carers communication	Respond to reasonable requests for alternative formats or communication methods and support families to understand key information/forms. Signpost how to request an accessible format.	Ongoing	Admin / SENDCo / pastoral team	Families can access essential information and participate in decisions about their child.

Priority	Action / strategy	Timescale	Lead	Evidence of impact
Website and published documents	Maintain an accurate website accessibility statement and review essential service content and downloadable documents for accessibility. Apply accessible document practice to new/updated public material and address identified barriers proportionately.	2026-27; ongoing review	Headteacher / website-admin / IT / SENDCo	Accessibility statement is current; essential forms/information are usable; known issues have actions or a documented proportionate response.
Digital learning and assistive technology	Consider accessibility when selecting hardware, software and digital learning platforms. Provide individual assistive technology where identified and train relevant staff/pupils.	At procurement and as needs arise	IT lead / SENDCo / teachers	Digital tools do not create avoidable barriers; assistive technology is used effectively and maintained.

Early years, nursery and wraparound provision

Accessibility applies across the Woodlands community. Hedgehogs Nursery, SIB and Sunbeams Club have distinct operational and, where applicable, regulatory arrangements, but the school's inclusive principles remain consistent. Leaders will ensure that age-appropriate communication, medical, sensory, physical and safeguarding arrangements are considered for babies and young children, and that transition between nursery, school and wraparound provision does not create avoidable barriers. Where a statutory duty applies differently to a particular provision, leaders will follow the requirements applicable to that provision.

Equality, behaviour, attendance and safeguarding

Accessibility is integral to wider school practice. Leaders will consider whether disability is contributing to attendance difficulty, dysregulation, behaviour or risk and whether reasonable adjustments have been identified, implemented and reviewed. This does not remove high expectations for attendance, behaviour or safety. It ensures that decisions are lawful, individualised and informed by the pupil's needs. Safeguarding always remains paramount, and reasonable adjustments will be designed so that pupils and staff are kept safe.

Monitoring, governance and complaints

The Headteacher and SENDCo will monitor implementation through the school's normal self-evaluation cycle, including pupil case sampling, SEND review, curriculum monitoring, attendance/behaviour analysis, safeguarding, premises checks and pupil/parent voice. Progress will be reviewed at least annually and reported to governors. The plan will be revised sooner where a significant new barrier, cohort need, capital project or legal/guidance change requires it.

The Governing Body retains responsibility for the Accessibility Plan, including publication, review, implementation and the allocation of adequate resources. The plan is a living three-year plan:

annual review does not reset the statutory three-year time-frame, but actions may be updated as needs change.

Concerns about accessibility or reasonable adjustments will normally be raised promptly with the class teacher, SENDCo or Headteacher so that barriers can be addressed. Formal complaints are considered under the school's Complaints Policy. This does not affect a parent/carer's statutory rights in relation to disability discrimination or SEND.

2026-27 strategic accessibility priorities

No.	Priority	Timescale	Lead	Success measure
1	Embed accessibility within the 2026-31 inclusion strategy and the school improvement cycle, with clear case-sampling evidence that reasonable adjustments improve participation and learning.	Autumn 2026 baseline; termly review	Headteacher / SENDCo / SLT	Accessibility is visible through SEF/SDP/Inclusion Strategy monitoring rather than operating as a separate compliance exercise.
2	Complete a two-site accessibility audit informed by the DfE 2026 Inclusive Education Estates guidance and translate findings into a costed, prioritised premises action log.	By Dec 2026	Headteacher / Site & H&S / SENDCo	Governors can identify current barriers, controls, priorities and resource implications.
3	Commission and evaluate the KS1 sensory/regulation space (The Burrow) and further investigate expansion of SIB spaces against curriculum access, regulation and inclusion alongside peers.	2026-27	SENDCo (Inclusion lead) / EYFS-KS1 /	Use is purposeful, time-aware and demonstrably improves access/readiness rather than becoming a parallel curriculum.
4	Strengthen accessible communication and digital publication: review website accessibility statement, essential forms and newly published documents; establish a clear route for alternative-format requests.	By Spring 2027; then ongoing	IT / Admin / SENDCo / Headteacher	Essential digital information is accessible and requests are responded to promptly.
5	Audit PEEPs, medical/access plans and specialist equipment/contingency arrangements so that foreseeable physical, sensory and medical barriers are addressed before they become incidents.	Autumn 2026 and termly	H&S / SENDCo / relevant staff	Plans and equipment are current, understood and tested where appropriate.
6	Use pupil and parent/carer voice, including disabled pupils and families where appropriate, to evaluate whether adjustments work in practice and to shape future accessibility priorities.	At least annually and through reviews	SENDCo / pastoral / SLT	Evaluation includes lived experience as well as provision records and attainment/attendance data.

