Accessibility Plan

Woodchurch CE Primary School

Approved by:	R. Phillips	**Date:**	May 2026
Last reviewed on:			
Next review due by:	May 2029		

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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 pupils with disabilities 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 involves providing access and opportunities for all pupils without discrimination of any kind.

At CDAT, we recognise that inclusive education is a dynamic, ever-evolving approach that requires a commitment to ongoing reflection and continuous enhancement. Our longer-term mission is to eradicate the need for labels and in doing so, celebrate every child's uniqueness, individuality and all that they have to offer.

At Woodchurch CE Primary School, effective support for all pupils and removal of barriers to learning is integral to every aspect of our school approach and enables pupils with Special Educational Needs and/or Disabilities (SEND) to thrive.

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. To support children, young people and their families, the Children and Families Act requires all Local Authorities to set out a Local Offer. The Local Offer is a description of support and services which are available to children and young people who have SEND, and their families. It outlines how services can be accessed and the criteria for accessing them. It is the opportunity to bring together in one place, information about provision, including how this can be accessed from a wide range of statutory and non-statutory providers. The Local Offer for Wirral Council can be found here: SENDLO

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

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

	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
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 progress is tracked for all pupils, including those with a disability ● Targets are set effectively and are appropriate for pupils with additional needs	All staff use the SEND Code of Practice to inform their practice and understanding of SEND. To ensure the school environment supports pupils with SPLD. To ensure classrooms are organised to promote the participation and independence of all pupils. To provide a rolling programme of training for staff, specific to the needs of the school.	CPD session on the SEND Code of Practice and the Graduated Response. Visual timetables to be used in all classes. Stop signal used across the school. Peronslaised timetables and task management boards used for specific pupils. Dyslexia friendly font and colours used to support learners.	SENDCo		

		To ensure the curriculum reflects and represents its pupils i.e examples of people with disabilities.				

	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: ● Corridor width					

	• Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height					

	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: ● Large print resources ● Pictorial or symbolic representations	To ensure consistent use of visual symbols to support all learners. To ensure written materials can be easily accessed through adjustments to size, colour or print. To use technology such as reading pens.	All labels, prompts and teaching aids to be made visual. Written materials should be enlarged and provided on coloured paper. Highlighted lines provided and coloured overlays.	Teachers/SENDCo School office/SLT/SENDCo Teachers/teaching assistants/SENDCo		

4. Monitoring arrangements

It will be the responsibility of the whole school community to implement this plan in a manner which promotes the inclusive ethos of our school. This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the PDBW Committee of Governors.

It will be approved by PDBW Committee of Governors.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy
- Positive Handling Policy