



WOODTHORPE INFANT SCHOOL

Accessibility Plan 2024 - 2027

Updated September 2025

Signed: E Bowler (Head Teacher)

Signed: A Lau (SEND Governor)

Purpose

The purpose of this plan is to show how Woodthorpe Infant School intends, over time, to increase accessibility to the physical environment, the curriculum and the availability of accessible information so that all pupils, staff and visitors with a disability can take full advantage of their education and associated opportunities. The priority areas are reviewed annually and the plan's aims are reviewed every three years to take into account the changing needs of the school and its pupils.

Definition of Disability

In performing their duties Governors have regard to the Equality Act 2010 and the SEND Code of Practice 0 to 25 years (DFE Jan 2015) which says that children have a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post 16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.
- A person has a disability 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.

Children must not be regarded as having a learning difficulty solely because the language or form of language is different from the language in which they will be taught.

Key Aims

This plan aims to do the following:

- 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 the education, benefits, facilities and services provided.

- Improve the availability of accessible information to pupils with disabilities.

Principles

Compliance with the Equality Act is consistent with our school's vision and values, Equality policy and SEND information report.

The staff of Woodthorpe Infant School recognise their duty under the Equality Act 2010:

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education or associated services
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an accessibility plan

At Woodthorpe Infant School, we also do the following:

- recognise and value the young person's knowledge and their parents' knowledge of their child's disability
- recognise the effect a child's disability has on their ability to carry out activities
- respect the parents' and child's right to confidentiality

Monitoring Arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be approved by the Finance and Personnel Committee of the Governing Body.

Links with other policies

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

- Health and Safety Policy
- Equality Policy and Objectives
- Special Educational Needs and Disabilities (SEND) Policy
- Supporting Pupils with Medical Conditions Policy

Action Plan

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

Current good practice	Objectives	Action to be taken	Person responsible	Date to complete actions by	Success criteria
Aim: Increase access to the curriculum for pupils with a disability.					
<ul style="list-style-type: none"> • Our school offers an adapted curriculum for all pupils. • Our curriculum adaptations are outlined in the Curriculum Adaptations in an Ambitious Curriculum document. • 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 sometimes using B Squared, AET Framework and/or Boxall Profile. • PE curriculum includes disability sports. • 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. 	<ul style="list-style-type: none"> • All school visits and trips need to be accessible to all pupils. • Ensure venues and means of transport are vetted for suitability. • Ensure staff access appropriate training on disability issues. 	<ul style="list-style-type: none"> • Use guidance from EVOLVE to ensure all such activities are accessible. • Identify training needs at regular intervals. 	EVC Teachers planning visits SENCO	On going	All pupils are able to access all school trips and take part in a range of activities.

Current good practice	Objectives	Action to be taken	Person responsible	Date to complete actions by	Success criteria
Aim: Improve and maintain access to the physical environment.					
<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Steps lined with yellow paint • All areas of the school have wheelchair access and egress. • Disabled toilets and changing facilities • Specialist seating is available. 	<ul style="list-style-type: none"> • Maintain safety for physically and visually impaired pupils, staff and visitors. • Specialist seating available during the day, including lunchtime. 	<ul style="list-style-type: none"> • Review current support measures. 	HT SENCO	Ongoing	All areas of the school are accessible for wheelchair users.
Aim: Improve the delivery of information to pupils with a disability					
<ul style="list-style-type: none"> • Improve the room acoustics in at least one of the classrooms in each year group, by including more carpeting • Incorporate the use of signs and symbols in day-to-day teaching. • Large print resources where required. 	<ul style="list-style-type: none"> • Maintain physical environment facilities for children with hearing difficulties. • Specialist resources available for children, staff and visitors who are visually impaired. 	<ul style="list-style-type: none"> • Review current measures 	HT SENCO	Ongoing	<p>Each year group has a classroom that is more appropriately set up for children with hearing difficulties.</p> <p>Signs and symbols are developed across school, with new signs being taught weekly and used by staff in day-to-day teaching.</p>