

Woodlands Secondary School	Accessibility Plan 2025 – 2028	
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Date	Review Date	Author	Nominated Governors
February 2025	February 2028	Sandra Clarke and Helen Rolfe	Curriculum Committee
Website	Statutory Policy	Source	Ratification Date
Yes	Yes	The Key for School Leaders	5/3/25

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.

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.

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.

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.

All students at Woodlands Secondary School have severe or profound learning disabilities which are lifelong and a number of students have additional physical or sensory disabilities or long term health conditions.

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	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE OF COMPLETION	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	• The school is organised into 5 departments; the departments provide a relevant and differentiated curriculum offer to meet the needs of their students. • The PMLD curriculum prioritises physical wellbeing, inclusion of physio and OT programmes so that students are ready to learn. • The Pathways departments follow the WISERR curriculum which prioritises Wellbeing through Independence and co-operation, Social and functional communication, Enjoyment, Resilience and Regulation. • The Provisions prioritise Emotional Wellbeing and Self-Regulation Skills in order that students are ready to learn. • The SLD departments (KS3 and Upper School) prioritise functional life skills and transferring skills to life outside school. • Students with SLD and PD have adapted timetables to ensure their physical wellbeing needs are addressed. • Wide range of adapted resources used to support curriculum access. • Class based staff trained to meet medical needs, including feeds, in order to maximise taught time. • Curriculum is regularly reviewed to ensure it meets the needs of all students.	To ensure that students with physical disabilities are not disadvantaged in terms of their ability to access learning outside of school, i.e. trips	Review current community access/ trip access for students with physical disabilities (in PMLD, SLD PD and some pathways students). Work with department leaders and deputies to review Community Access plans and how to address/ overcome barriers.	Nadine Kelly - EVC	July 2024	Physical disability will not disadvantage students, in terms of their access to learning in the community, when compared to their non- physically disabled peers.

Improve and maintain access to the physical environment	The environment is adapted to the needs of students as required. This includes: • Disabled parking bays • Mainly flat site and flat entrances • External ramps to Greenhouse, café and front entrance • Internal ramped corridor • Lifts between upper and lower floors • Disabled toilets and changing facilities • Overhead tracking and hoisting in dedicated classrooms, bathrooms, rebound room and hydro-pool • Ramped and hoist access to hydro pool • Hoisted access to trampoline • Wheelchair accessible minibuses • PEEPs in place and reviewed at least annually. • Staff trained in emergency evacuation • Wheelchair accessible play equipment – roundabout • Wheelchair accessible planters • Timetabled access to outside spaces.	Improve physical access around the site • replace temporary ramp to the Hub approx. cost £1500	Quote received. Work to be scheduled summer holidays 2025	Site team/contractor	August 2025	The site will be physically and visually more accessible to students and other disabled users.
		Upgrade changing room facility in PMLD/PD dept to include changing bed and toilet facility with hoist • Adapt one of the existing changing rooms	Obtain quotes Spring 2025 Schedule work Summer holidays 2025	Site team/contractor	August 2025	
		To improve the visual environment of the school so it is more accessible by students and visitors with Visual Impairments	Upgrade contrast edging (nosing) on front entrance steps and on internal stairwells	Site team	August 2025	
			Obtain quotes to replace carpet between 2 sets of double doors in the Corridor E with a contrasting colour/ edging	Site team/ Business manager	Spring term 2025	
			Seek advice from VI specialist teacher re. paint options for corridors/doors.	PMLD Dep Leader/Deputy	Spring term 2025	
			Plan into budget and painting schedule	Business manager	Spring term 2025	
			Paint corridors in contrast colour to doors.	Site team	Summer 2026	

		Review storage arrangements for equipment e.g. wheelchairs/standers/ Acheeva beds, etc.	Review current situation and identify issues. Propose and cost a plan if significant changes required for storage.	Vikki Moss – Moving and Handling Lead PMLD/PD Department Leader and Deputy As above plus Business manager/Site team	Summer 2025	
		Ensure that plans for the new Kestrel Way site take account of needs of PD and VI students and others, based on learning from main Northwell site.	Ensure adjusted plans for Kestrel Way are reviewed by key personnel from the PMLD/PD department. Particularly in relation to toilets, room access and storage of equipment. Ensure that rooms include adequate facilities to support students requiring the administration of medication i.e. provision of 2 sinks in rooms and adjustable height sinks in some rooms.	Head and Deputy Head PMLD/PD department leader/deputy	Ongoing Spring 2025 and opening	

Improve the delivery of information to pupils with a disability	Development of communication skills is a key priority in the school. We use a range of communication methods to support students:	To enrich the training offer to up skill staff in signing by having a rolling programme of Makaton training for staff	Investigate and cost the options for sustainable roll out of Makaton training	Spring term 2025		
	• Consistent in school signage • Spoken word – clear simple language • Signing • Symbols – single symbols, sequences of symbols, schedules, sets of instructions, etc • Use of photographs • Object/ sensory cues • Tactile cues • Intensive interaction • Use of speech to text and text to speech technology • Use of audio books and video materials • Use of low and high tech AAC as per SALT advice		Implement the plan (linked to the school improvement plan for 25 – 26	Initiate in Summer 2025		
	The school employs their own SaLT 3.5 days per week to advise re. communication and sensory processing plus delivers training to new staff.		Review the effectiveness of the training	Autumn 2026 and ongoing		

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher. It will be approved by Curriculum Committee

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
- Supporting pupils with medical conditions policy

