



**Cabot**  
Learning  
Federation

## Woodlands Academy Accessibility Plan

Academy Name: Woodlands Academy

Date Approved by Local Academy Council: 15<sup>th</sup> July 24

Implementation Date: July 24



## History of most recent Policy changes

Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
May 2017	Document Creation	Template for academy use created	Requirement to have plan in place in each academy
February 2020	<b>Whole Document</b>	<b>Review of document and amendment to plans</b>	<b>3 Yearly Review</b>

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## 1 Introductory Statement

- 1.1 This Accessibility Plan has been drawn up in consultation with staff and pupils of the Academy and covers the period from July 2024 to July 2027. The plan is available in large print or other accessible format if required.
- 1.2 The plan takes account of the Academy's public sector equality duty set out in section 149 of the Equality Act 2010.
- 1.3 We are committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

## 2 Background

- 2.1 The Academy's layout and facilities



Woodlands Academy is a 1 form entry Primary School and Nursery. The site is made up of 1 building on 2 levels as the plans above. The school does not have a lift to upstairs.

2.1.1 The Academy is committed to making reasonable adjustments to allow disabled pupils to access educational provision at the Academy.

2.1.2 We plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the Academy in the following areas:

- increase the extent to which disabled pupils can participate in the Academy curriculum
- improve the physical environment of the Academy to increase access to education by disabled pupils
- improve the delivery of information to pupils, staff, parents and visitors with disabilities.

2.1.3 Attached are three action plans relating to the above. These will be reviewed as and when necessary. It is acknowledged that there will be need for ongoing awareness training for all staff in the matter of disability discrimination and the potential need to inform attitudes on this matter.

2.1.4 The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- disability equality scheme
- equal opportunities policies
- health and safety policy
- special educational needs policy

2.1.5 The Plan will be monitored through the Academy Council meetings. There will be a full review of the Plan in July 2027, when a new Plan will be produced to cover the next three years.

2.2 Welcoming and preparing for disabled pupils

2.2.1 Where it is practicable to make reasonable adjustments to enable a prospective pupil to take up a place at the Academy and to satisfy the current admissions criteria, the Academy is committed to providing those reasonable adjustments.

2.2.2 In order to meet the needs of disabled pupils, the Academy requires full information. The Academy will ask prospective pupils to disclose whether they have received any learning support, have had an educational psychologist's report or have any disability or other condition of which the Academy should be aware. Where a pupil has a statement of special educational needs, or an Education, Health and Care (**EHC**) plan the Academy will work with the Local Authority (**LA**) who makes and maintains the statement / EHC plan to ensure that the identified provision is delivered in an appropriate manner.

2.2.3 In assessing the pupil or prospective pupil, the Academy may need to take advice and require assessments as appropriate. The Academy will be sensitive to any issues of confidentiality.

## Reviewed Targets from 2023 - 2024

### Increasing the extent to which disabled pupils can participate in the Academy curriculum

	Targets	Strategies	Outcome	Timeframe	Goals achieved
<b>Short term</b>	Enable staff to increase their knowledge and understanding of needs of disabled pupils and differentiating the curriculum when appropriate.	Training of staff.	Staff confidence in providing appropriate teaching and support to more fully meet the requirements of disabled pupils' needs with regards to accessing the whole curriculum.	July 2024	Teachers are becoming more skilled in ensuring all children's needs are being met
<b>Medium term</b>	Enable children to access the school garden and forest school through clearing overgrown areas, re-establishing pathways in the garden	Clear design and project management through working with Bristol LA.  Lessons and activities are adapted for the whole class ensuring everyone has the same opportunities	All pupils in the school access all learning and wellbeing opportunities the garden and forest school offers.	July 2024	The PTA with a parent volunteer have cleared a lot of the growth and will complete this over the summer so Aug 24
<b>Long term</b>	Ensure staff plan to meet the needs of all children for residential trips plenty of time in advance so activities can be adapted and staffing adjusted accordingly	Meet with parents in advance of the trip  Meet with staff to inform risk assessment in advance of the trip	Risk assessments inform practice on the trip  Clear roles and responsibilities defined within the risk assessment	Sept 2023 onwards	Staff have proactively met parents to plan early enabling children with additional needs to access camps successfully  Y4 Oct 23 Y6 June 24

### Improving the physical environment of the school to increase access to education by disabled pupils

	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Goals achieved</b>
<b>Short term</b>	Ensure classrooms are language rich but appropriate for children's sensory needs	Audits linked to the Autism Champion scheme  Act on the outcomes of the audit	All areas of the academy are conducive to learning.	July 2024	Used outcomes of the Autism champion and SLIC project to inform practices
<b>Medium term</b>	Provide a range of play equipment for disabled pupils to use during break and lunch times.	Research range of equipment available and consult pupils.	Range of activities available during unstructured times.	July 2024	New break time equipment was all throwing and catching resources for different skills levels so appropriate for all.  Have taught the children how to be inclusive to all to include everyone who wants to play football
<b>Long term</b>	Provide accessible toilet and changing facilities for disabled pupils in the Early Years.	Identify appropriate existing facility and improve it.	Minimum of one accessible toilet / changing facilities in the Early Years setting.	4 years	No updates yet

- Improving the delivery of information to disabled pupils**

	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Goals achieved</b>
<b>Short term</b>	Ensuring availability of written material in alternative formats, when necessary.	Become aware of services available for converting written information into alternative formats.	If needed, the school will provide information in alternative formats.	On-going when needed	Where needed font sizes are increased and work is copied onto coloured paper.
<b>Medium term</b>	Improve IT provision for disabled pupils.	Rolling program of updating IT provision.	Disabled pupils readily have access to IT resources to meet their needs	As needed	Initially stages of IT rolling program in place due to changing trusts and receiving a bid from CLF – this improves visual access to whiteboard resources.
<b>Long term</b>	The accessibility plan takes into account the views of pupils with a disability as they move through the school	Include children explicitly in their EHCP to gain their views about accessibility to inform our accessibility plan moving forwards	The accessibility plan has taken the views of children into account	July 2024	Pupil conferencing for all children on the SEND register – new stage/seating space by tree that everyone currently in school can access

**Targets from 2024 - 2027**

**Increasing the extent to which disabled pupils can participate in the Academy curriculum**

	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Goals achieved</b>
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<b>Short term</b>	<p>Enable staff and students to increase their knowledge and understanding of the needs of disabled pupils</p> <p>Staff to have a clear understanding of a range of different disabilities and the impact on teaching and learning.</p>	<p>Training of staff</p> <p>Student assemblies</p> <p>Termly curriculum targets that focus specifically on Reading, Writing and maths for students receiving additional support.</p> <p>Differentiation of curriculum</p> <p>Student tracker monitoring progress on a termly basis</p> <p>Termly Pupil progress meetings</p> <p>Professional input from outside agencies</p>	<p>Staff confidence in providing appropriate teaching and support to more fully meet the requirements of disabled pupils' needs with regards to accessing the curriculum.</p>	July 2025	
<b>Medium term</b>	<p>Improve staff confidence in adapting the PE curriculum</p>	<p>Use the differentiation and supporting children with additional needs elements of real PE</p> <p>Staff training</p> <p>Pupil conferencing</p>	<p>All staff feel confident adapting PE lessons for all</p> <p>All children feel fully included in their PE lessons taking their views into account</p>	July 26	
<b>Long term</b>	<p>Ensure hearing and visual environment to support learning in classrooms is regularly monitored to support hearing impaired and visually impaired children.</p>	<p>Seek support from LA advisory teachers or external support agencies.</p>	<p>All children have access to the appropriate environment.</p>	As required	



### Improving the physical environment of the school to increase access to education by disabled pupils

	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Goals achieved</b>
<b>Short term</b>	To explore what activities disabled children would like to be able to access and provide developments in this area	Pupil conferencing Think about access to the new outdoor classroom space	More activities available for children with disabilities to access in line with their wants and needs	July 25	
<b>Medium term</b>	Consider providing ramp access to the playground from the hall doors to aid day to day movement	Get a quote for creating a ramp	Smooth wheelchair access from hall to playground	July 26	
<b>Long term</b>	Provide accessible toilet and changing facilities for disabled pupils in the Early Years.	Identify appropriate existing facility and improve it.	Minimum of one accessible toilet / changing facilities in the Early Years setting.	3 years	

- **Improving the delivery of information to disabled pupils**

	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Goals achieved</b>
<b>Short term</b>	Develop staff awareness around use of ICT and SEND	Using iPads Laptops	All students able to access the curriculum	July 25	
<b>Medium term</b>	Ensure IT facilities are specifically chosen to meet the needs of pupils with disabilities	Programs to promote learning and accessibility in mainstream classes	All students have the right resources for them to access the curriculum taking into account specific needs	July 26	
<b>Long term</b>	Be proactive in finding out about needs of new starters to ensure provision is in place in a timely way to meet needs we don't know about yet	Use support services Parent visits Asking for paperwork early Have an open door for parents enquiring about provision for children with disabilities	Children and parents are confident in the school's ability to meet their child's needs  Children are part of the decision making process	As new starters join over the next 3 years	