Humber Education Trust

Woodland Primary School

Accessibility Plan

Evidence of intentions and practice - for the information of staff, governors, parents, LA, OFSTED and DfE

Prepared by:
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Approved by:
Local Governing Body

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Autumn 2027

Policy Statement

1.1 The Equality Act 2010 requires Humber Education Trust ("the Trust") to publish an Accessibility plan in respect of Woodland Primary School. The plan must cover the Trust's actions to improve accessibility in 3 key areas:

- increased access to the curriculum for disabled pupils;
- improvements to the physical environment to increase access to education and associated services at the academies for disabled pupils; and
- improvements in the provision of information for disabled pupils where it is provided in writing for non-disabled recipients.

1.2 This plan is to be adequately resourced, effectively implemented and regularly reviewed and revised as necessary, at least every three years.

2 What are the principles behind this policy?

The Trust is committed to:

- demonstrating a commitment to developing access to the school for all pupils
- reflecting the views, wishes, aspirations and concerns of parents and pupils and be based on a culture of high expectations for all
- reflecting an understanding of other legislation that provides protection to children, such as that on race, human rights and health and safety
- being guided by the National Curriculum Inclusion Statement and the aims set out for the school curriculum
- supporting a problem-solving approach and a commitment to the effective and sustainable use of resources
- using information from audit and other data collection approaches validated by research
- showing how the school plan is coordinated with the LA's strategy
- embedding accessibility within the school improvement process
- making explicit links with the work of other agencies
- including a clear evaluation strategy.

3 Accessibility Plans

The template strategic accessibility plan for Woodland Primary School is set out in Annex A. Each academy is required to submit its accessibility plan for Trust approval on an annual basis. These will be published on the individual academy's website.

Annex A

Access to the physical environment:			
Targets	**Strategies**	**Timescale and Responsibility**	**Success criteria**
School is aware of the access needs of disabled children, staff and parents/carers and other stakeholders.	• Continue to complete and review Access and Educational Health Care Plans, Medical Care Plans and Pupil Passports for individual disabled children as needed. • Continue to undertake informal discussion with new staff and governors to ascertain access needs and make sure they are met in meetings etc. • Ensure suitable access to all areas of the school for all stakeholders.	Ongoing H Kirk V Smith & C Thickett R Mowthorpe	• Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs, (including fire plans etc) • Access needs met for all staff, governors and stakeholders open discussions in meetings, (including fire plans etc). • Parents and pupils able to access fully all school activities. • Access issues not influencing recruitment and retention decisions.
Maintain toilet facilities for adults and children with disabilities	• Ensure disabled toilets and hygiene room are in good working order. • Reinstate shower and hoist if needed incl timed maintenance as per recommendations.	Ongoing V Smith & R Mowthorpe When needed V Smith & R Mowthorpe	• Disabled toilet facilities continue to meet Health and Safety Regulations and other relevant guidance criteria.
Ensure that all disabled pupils can be safely evacuated	• Review Personal Emergency Evacuation Plans for all children • Continue to ensure all staff are aware of their responsibilities re: evacuation. • Continue to maintain alarm system	When needed Class teachers V Smith R Mowthorpe	• All disabled children and staff working with them are safe and confident in event of fire.

Access to the curriculum:			
Targets	**Strategies**	**Timescale and Responsibility**	**Success criteria**
Increase confidence of staff in supporting all children with the curriculum	Assign INSET sessions to training needs identified e.g. inclusion, ASD awareness, TEACHH trays	Termly H Kirk & S Harris	Raised confidence of staff in strategies for differentiation and increased pupil participation.
Ensure TAs have access to specific training on disability issues	Continue to identify and address TA training needs via CPD audit. TAs to access relevant courses each year - implement timetable for year ahead.	Annually/as needs arise H Kirk & S Harris	TAs support pupils with disabilities to ensure they have access to all aspects of the curriculum and plan closely with teachers.
Ensure all staff are aware of disabled children's curriculum access	Review individual access plans regularly for disabled children. Share plans with members of staff who are involved in teaching and supporting disabled children. Provide training for staff according to child's need.	Annually H Kirk	All staff aware of individual pupils' access needs and Health Care Plans. Planning and assessments identify disabled pupils are accessing the curriculum successfully. Relevant staff informed about disabled children's access to the curriculum.
Ensure all relevant staff are aware of, and able to use, SEN software and resources	Audit all SEN ICT and other resources and make list available to all staff Continue to run individual training sessions on use of SEN Software	Ongoing H Kirk	Wider use of SEN resources in mainstream classes.
Ensure all school trips are accessible to all	Use Evolve Guidance for staff on making trips accessible - seek advice from Inclusion Team when applicable.	Ongoing All staff/staff who are visit leaders	All children in school able to access all school trips and take part in range of activities.
Ensure PE curriculum is accessible to all	Continue to be updated with new information in accessible PE and Disability Sports. Continue to review apparatus regularly.	Annually S Harris & H Kirk	All children able to access PE and disabled children more able to excel in sports.
Develop consistent approach to adaptation and alternative recording in school	Organise staff meetings to share good practice and invite outside agencies to deliver inset. After consultation with staff set up guidance for good practice in planning and assessment for children with disabilities.	Termly SEND INSET/Ongoing H Kirk	All staff trained in range of strategies to ensure effective adaptation and use of alternative recording. All staff include key elements of good practice re planning and assessment for children with disabilities.
Ensure disabled children participate equally in after school and lunch time activities	Regular survey of registers identify participation in clubs at lunch and after school of disabled children.	Termly S Brindle & H Kirk	Disabled children have equal opportunities to participate in out of school activities.
Continue to ensure all staff have undertaken/ updated disability equality training	Continue to review training for all staff on disability equality Ensure new staff access relevant CPD courses.	Termly H Kirk	All staff work from a disability equality perspective.

Access to information:			
Targets	**Strategies**	**Timescale and Responsibility**	**Success criteria**
To continue to monitor information sent to parents/ carers to ensure it is accessible	Review access to website to ensure parents know about access needs to written information. Ensure all standard letters home/emails are clear and in simple language Produce all written information in alternative formats to ensure parents can read on request. Questionnaire to include questions for themselves and others re access to written information	Ongoing (as needed) H Kirk	All parents receive information in format that they can access e.g. tape, large print, Braille.
Ensure all staff are aware of guidance on accessible formats of information	Continue to review and update policies re good practice in accessible formats	Annually S Harris & H Kirk	Information produced in various formats. Speed and range of access to parents increased.
Discussion includes access to information in all annual reviews	Continue to discuss with parents /carers and children about access to information and preferred formats in all reviews when required. Develop strategies, Passports and EHCP plans to meet needs Continue to develop informal systems of communication to support any academic difficulties through close links with families.	Annually at each Annual Review H Kirk	Bespoke formats of information produced for individual parents/carers. Families feel confident and well supported when communicating with school and accessing information.
Develop smooth transition of all information regarding pupils with disabilities	Continue to follow School procedures for transferring information from one class teacher to another Follow relevant procedure for transferring information to Secondary School Continue to follow required procedure for transferring information from one school to another if a child moves school	July annually All teachers Y6 staff SEND team	Information regarding pupils is communicated between teachers Information regarding pupils is communicated appropriately between schools
Use visual timetables in all classes	All classrooms use visual timetables and share with children at the start of the day.	All teachers H Kirk to audit	All children clear about timetable and secure about what is happening. All staff and pupils use whole school approach to visual time tabling.