

# **Accessibility Plan**

Henry David Learning

Woodfield School



**January 2026 – January 2027**

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## Statement of intent

This plan outlines how Woodfield School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where 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.

This plan aims 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils.

The proprietary body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The principal and other relevant members of staff.
- The proprietary body.
- External partners.

## 1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Admissions and Exclusions Policy
- Positive Behaviour Policy
- Medical Needs Policy
- Health and Safety Policy
- Data Protection Policy

## 2. Roles and responsibilities

The proprietary body will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The principal will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the proprietary body, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the principal and proprietary body to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the principal in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

### 3. The Accessibility Audit

The principal will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the principal will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the principal will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the principal will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the principal will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

## Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short Term	Staff members require continued training to fully support pupils with SEND	Training for teachers on differentiating the curriculum Sharing of best practice	Principal, external advisors, Inclusion Lead	Ongoing - Summer 2026	Staff members are well-trained and have the necessary tools to meet pupil needs	
Long term	Pupils who struggle with fine motor skills or visual difficulties may not always have the necessary equipment to fulfil their potential	Provide appropriate equipment to make adjustments for pupils with SEND	Principal, SENCO	Autumn 2026	Pupils with SEND can access all elements of lessons	

## Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	Outside playground equipment does not provide scope for gross motor skills development	Update outside equipment	Principal and Proprietor	Summer Term 2026	All pupils have access to appropriate equipment on site to develop physical skills	
Long term	Some areas are looking tired and worn after use and our school environment needs to reflect the care and attention we pay to all stakeholders	Repaint throughout school and replenish any damaged equipment	Principal and Premises	Autumn 2026	School accommodation offer for all pupils is not a barrier to their learning	

<b>Longer Term</b>	Access to an appropriate classroom for disabled learners	Should disabled pupils receive an offer of a place, careful consideration for available classrooms and dynamic moves as appropriate	Curriculum lead	Autumn 2026	Access to a suitable classroom environment and school facilities for all pupils	
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### Planning duty 3: Information

	<b>Issue</b>	<b>What</b>	<b>Who</b>	<b>When</b>	<b>Outcome</b>	<b>Review</b>
<b>Medium term</b>	Written information is not accessible to all pupils	Provide written information in alternative formats: PECS Revised T&L principles to include dual coding	SENCO, Curriculum lead and staff team	Summer 2026	Environment labelling is accessible to all learners Access to visuals for T&L	
<b>Long term</b>	School website is not fully accessible to stakeholders	Ongoing redevelopment of website with an website provider	Head Office, Principal	Summer 2026	Website is fully accessible and reflects our ethos	

### Monitoring and review

This plan will be reviewed on an annual basis by the proprietary body and principal. The next scheduled review date for this plan is January 2027. Any changes to this plan will be communicated to all staff members and relevant stakeholders.