

Accessibility Plan

This policy is effective in Woodstock Primary Academy, part of the Learning without Limits Academy Trust

Associated Trust and Academy Policies:	
Anti-Bullying Policy (<i>Academy specific</i>)	Health and Safety Policy
Behaviour Policy (<i>Academy specific</i>)	SEND Policy
Complaints Policy	Supporting Learners with Medical Conditions Policy (<i>Academy specific</i>)
Equality, Diversity and Inclusion (EDI) Policy	

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Date: August 2026	Next Review: January 2028

Version	Date	Author	Changes
V1.0	November 2021	KK	New Trust wide version created.
V1.1	December 2024	AE/JH	Policy review. List of associated policies updated. Template text added at the start of the policy. References to “child”, “children”, “student” or “pupil” updated to “learner(s)”, where appropriate. Content updated to be Academy specific rather than referencing the whole Trust. Paragraph 3; Definition, added. 4.4 (previously 3.4) inclusion of the Academy’s principles and values relating to equality and inclusion removed as this is now a Trust wide approach, as set out in the Trust Equality, Diversity and Inclusion (EDI) Policy. Action plan updated to better address the 3 areas of the Equality Act 2010. Policy approval at Trust Board Meeting 12th December 2024.
V1.1a	August 2026	MB/LS/SG	Policy localised for Woodstock Primary Academy

This document is a Trust created template policy for use in all Trust Academies. It is the responsibility of individual Academies to insert information in to the document where indicated so that it is relevant to local circumstances and practice, whilst not removing any content contained within it, prior to the policy being noted by Local Governing Bodies.

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1. Aims of this plan

- 1.1. Woodstock Primary Academy is committed to ensuring that all our learners are listened to and have access to what they need to succeed in life. We respect every learner as a person in their own right, so that each is visible, has a voice and is valued. We aim to do the very best for our learners by creating opportunities, broadening horizons and removing barriers to learning.

2. Scope of this plan

- 2.1. This plan applies to all staff and learners, and visitors to Woodstock Academy.
- 2.2. This plan and our Academy procedures and risk assessments take into account our local arrangements.

3. Definitions

- 3.1. For the purposes of this Accessibility Plan, disability is defined by the Equality Act 2020:

‘A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.’
- 3.2. The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on his or her ability to undertake normal day to day activities.
- 3.3. 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.

4. Purpose of this plan

- 4.1. The Academy is required under the Equality Act 2010 to have an accessibility plan. This plan sets out the Academy's proposals to improve access to education for disabled learners in three areas set out in Schedule 3 of the Equality Act 2010 (see Appendix for details):
 1. Increase the extent to which pupils with special educational needs and disability (SEND) can participate in the curriculum
 2. Improve the physical environment of the Academy to enable pupils with SEND to take better advantage of education, benefits, facilities and services provided
 3. Improve the availability of accessible information to pupils with SEND
- 4.2. The Academy aims to treat all its learners fairly and with respect. This involves providing access and opportunities for all learners without discrimination of any kind.
- 4.3. The plan will be made available online on the Academy website; paper copies are available upon request.
- 4.4. <Name> Academy is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.
- 4.5. We have included a range of stakeholders in the development of this accessibility plan and will continue to undertake regular reviews

5. Who is responsible for carrying out this plan?

- 5.1. The Principal has overall responsibility for the effective operation of this plan and for ensuring compliance with the relevant statutory legislation.
- 5.2. All members of staff are responsible for the success of this plan and must ensure that they familiarise themselves with it and act in accordance with its aims and objectives.
- 5.3. The implementation of this plan will be monitored by the Principal and will remain under constant review by the Executive Leadership Team of the Learning without Limits Academy Trust.

6. Legislation and statutory guidance

- 6.1. 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](#).
- 6.2. The Academy is required to make 'reasonable adjustments' for learners with SEND under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled learner faces in comparison with non-disabled learners. This can include, for example, the provision of an auxiliary aid or adjustments to premises.
- 6.3. This plan complies with the Trust's funding agreement and articles of association.

7. Complaints

- 7.1. If you have any concerns relating to accessibility in Academy, the Trust Complaints Policy sets out the procedure for raising these concerns – please refer to the [Trust website](#).

8. LwLAT Wellbeing Statement

- 8.1. The Trust will always put the effective education of our learners at the heart of any decision that we make. In doing so, we recognise that the requirement to adhere to policies and procedures may be time consuming and can impact on workload. For this reason, the Trust and its Academies will always endeavour to support staff when policies and procedures are being actioned.

9. Review of this plan

- 9.1. The LwLAT Trust Board has overall responsibility for the adoption, review and amendments of this plan. The Trust Board will review the plan every three years in line with statutory requirements.

Appendix – Action Plan

This action plan sets out the aims of the Woodstock Academy Accessibility Plan, in accordance with the Equality Act 2010.

Aim	Current Good Practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria
1.Further increase access to the curriculum for students with a disability	Woodstock Primary Academy offers a differentiated curriculum for all students. We use resources tailored to meet the needs of pupils who require support to access the curriculum, including written and practical resources. Curriculum progress is rigorously tracked for all students and identified student groups, including those with a disability. Targets are set effectively and are appropriate for students with additional needs. The curriculum is reviewed to ensure it meets the needs of all students including SEN and EAL. Access arrangements for SATS are in place for students for additional needs as required.	<u>Short Term</u> All teaching staff and teaching assistants are trained to ensure quality first teaching strategies in response to individual needs through the Woodstock way. Ensure that governors are involved in monitoring this plan. <u>Medium Term</u> All staff to have access to relevant training from outside agencies, where appropriate, to support the specific needs of some of our most vulnerable students.	Continual review of the curriculum to ensure that the changing needs of our cohort are met. Introduction of Instructional Coaching to support development of teaching and learning. Ensure that our mastery curriculum is continually adapted in response to the changing needs of our students : • Medium Term Plans take into account the needs of all students • Support available to facilitate achievement in all curriculum areas if necessary • Screen and test for Access Arrangements • Embedding of literacy and reading skills wherever possible	Extended Leadership Team Senior Leadership Team Extended Leadership Team; Instructional coaches; classroom teachers Extended Leadership Team VP/SEND/CO; Class Teachers; TA Team VP/SEND/CO VP/Phonics Lead	Dec 2026 Ongoing Ongoing Ongoing Ongoing	Staff training and qualifications in place to ensure the learning and physical needs of all students are met. Curriculum has been reviewed and differentiated to meet the needs of all students. All staff are able to access good quality training within the school and with local and national providers as required. Staff embed the principles of inclusion in their lessons, ensuring that students make

Aim	Current Good Practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria
		<u>Long Term</u> Rigorously track curriculum developments and information from the DfE. Research and interventions and new courses for students with additional needs.	across the curriculum. Strong focus on Oracy and building of a 'Reading Culture' • Enrichment opportunities funded through Pupil Premium for FSM, LAC, PLAC to ensure wide access. • Personal Development curriculum supports students development of cultural capital. • Training opportunities with outside agencies are planned when the need arises. • Continual review of curriculum offer.	SLT; PP Lead Personal Development Team AP/SENDSCO Extended leadership team	Ongoing Ongoing Ongoing As needed Termly	the expected progress. Lesson observations reflect that strategies are being used which enable access to the curriculum.

Aim	Current Good Practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria
2.Further develop and maintain access to the physical environment	Woodstock Primary Academy is a school where we work hard to maintain a pleasant and purposeful environment for all students and also for parents and visitors. The environment is adapted to the needs of students as required. <u>Key Areas:</u> 1. Access -_approach, entry and exit levelled access • accessible parking bays • disabled parking bays • ramp into mobile classroom 2. Accessibility – all people regardless of disability age or gender are able to gain access • ramp into mobile classrooms • disabled toilets • lowered access at reception	Short Term Ensure that all students can access all lessons. Ensure that students with disabilities can evacuate the building in an emergency. Long Term Ensure that all students can enter and leave the building safely and independently and access all areas of the school Ensure VI students can access all areas Ensure HI impaired students can access teaching and learning	Classrooms for identified students are checked to ensure that they are accessible both in size and positioning in the school building. PEEPs to be written for all students with a disability. Audit of school building for adjustments required for VI students, HI students and to widen independent access for wheelchair users.	SLT and SENCO SENCO/SLT	ongoing	All students can access allocated classrooms. Students can exit the school safely in an emergency. Students and staff who are wheelchair users, have VI or HI needs are fully included in the school.

Aim	Current Good Practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria
	- accessibility toilets and changing facilities 3. Visual contrast – visual perception of one aspect of the building against another right and well-lit are - automatic lighting - corner definition on corridors - colour coded areas - high visibility strips to mark stairs - tactile paving at the pedestrian crossing - clear glass on all doors					
3.Improve the delivery and access of information to students with a disability	Woodstock Primary Academy uses a range of communication methods to ensure information is accessible both to students and parents This includes: - Internal signage - Large print resources - Pictorial or symbolic representations - Smart Boards - Visualiser	<u>Short Term</u> Ensure VI students have access to reading materials and textbooks <u>Medium Term</u> Ensure that written material is supported	Print resources in large font where needed. Consider purchase of large print books if VI student is admitted. Review all school publications and website information	SENCO with VI team SLT/Subject Leaders Academy Operations Manager/SLT/ Subject leads	Ongoing – as needed within the curriculum and according to need in school. Ongoing	VI Students making expected or better progress. Learning Walks ensure this is embedded in lessons. Students and/or other stakeholders benefit from an

Aim	Current Good Practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria
	• TV screens • Translation • Ipads • Laptop computers • TA support • VI service support	with visuals and/or in a variety of formats. <u>Long term</u> To provide state of the art IT resources for students with a disability	Review of IT equipment alongside needs of students	MAT IT team	Ongoing	adapted delivery of curriculum appropriate to needs.