



Woodley Primary School

At Woodley, we CARE.

We CARE about each other.

We CARE about the world.

We CARE about our achievements.

Accessibility Plan

Created by:	P Langridge / R Kelsall	Date: November 2025
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Last reviewed on:	December 2025
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Next review due by:	December 2026
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Accessibility Plan

2025 - 2026

At Woodley Primary School, we are committed to ensuring equality of education and opportunity for all our pupils and staff and all those who are part of our school community or use our school facilities. This includes those who are disabled.

We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and can participate fully in school life.

We aim to address the needs of all our children, parents, staff and the wider community. We will work with all outside agencies who can advise staff and support pupils within school.

From September, 2002 the Governing Body must fulfil three key duties towards disabled pupils as stated in the SEN and Disability Discrimination Act (DDA) 1995 (part 4)

- Not to treat disabled pupils less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- To plan to increase access to education for disabled pupils.

Disability, as defined by the DDA is:

“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”

The definition is broad and includes children and adults with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.

A significant number of pupils are therefore included in the definition.

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

Disability and special educational needs (SEN)

Many children who have SEN may also be defined as having a disability under the DDA. It is likely that many of the pupils who have SEN and a statement/EHC Plan or who are at SEN support will count as disabled. However, not all children who are defined as disabled will have SEN. For example, those with severe asthma, arthritis or diabetes may not have SEN but may have rights under the DDA. Similarly, not all children with SEN will be defined as having a disability under the Disability Discrimination Act. In particular, some children whose emotional and behavioural difficulties have their origins in social or domestic circumstances may fall outside the definition.

Possible overlap of SEN and DDA disability definition for children and young people

Special Educational Needs	Both SEN + Disabled	Disabled
Mild dyslexia Emotional and Behavioural Difficulties (EBD) - social factors Mild Dyspraxia Minor speech impairment Mild Learning difficulties	Motor impairment (long term) Learning difficulties Hearing impairment /deaf Visual Impairment/blind Incontinence Significant Dyslexia Epilepsy Non –verbal Attention Deficit Hyperactivity Disorder (ADHT) Autism EBD - (factors other than social e.g. medical conditions/mental health)	Asthma Diabetes Cancer recovery Mental health Issues Disfigurement Eating disorder Lack of limbs Sickle cell anaemia Gross obesity Very short stature

Woodley Primary school currently provides access to and around the school by having in place the following:

- Full wheelchair access
- Wheelchair access to dining room/halls
- Disabled parking spaces (limited)
- Disabled toilets facilities available on both floors
- A lift
- Adequate space to meet with parents and carers
- Space for small group work and individual work for targeted learners
- Development of a physical environment that is safe and welcoming
- Carpeting to facilitate favourable acoustics in all classrooms
- Play leaders (older pupils) provide support for vulnerable children at lunch times

The school will take into account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary. A Disability Access Survey was conducted with all stakeholders at the school, which has influenced the following tables which show short, medium and long term focuses as well as areas for further development and how the school will address them.

Short Term	Improve Individual Support Plan (ISP) Quality and Co-production	School to make itself aware of the services available through the Local Authority (LA) for converting written information into the alternative formats.	If needed, the school can provide written information in alternative formats.	Disabled children and adults are able to access all information.
	Not enough suitable wayfinding signage	Increase the amount of signage around the school	Signage to be inclusive and readable by all (large text, universally recognised symbols, braille)	Ensure all teaching staff and teaching assistants (TAs) receive urgent, high-quality Continuous Professional Development (CPD) focusing specifically on implementing the graduated approach consistently
	Narrow and uneven paths	Increase the width and level of paths, particularly from the Springbank Road entrance. Consider installing handrails on steeper slopes	Alternative entrances are available which are more pram / wheelchair friendly	All stakeholders are able to access the school.
Medium Term	Teachers are aware of and use appropriate differentiation for disabled children's needs in order that all children have access to the curriculum.	Audit of teachers' professional development needs to be followed by appropriate training.	Teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.	Disabled children are able to access the National Curriculum appropriately.
	No systems in place to aid stakeholders with hearing or visual impairments	Costs to be obtained for a hearing loop and braille signage.	Develop and Implement Whole-School SEMH Support Offer	Systematise Adaptive Teaching and Ordinarily Available Provision (OAP) Monitoring (
Long Term	School accessible to disabled children and adults. Access to the National Curriculum is provided for all as required.	School to audit current disabled provision and make improvements as required. School to take into consideration factors, such as colour, position and appropriateness when purchasing any new equipment, signs	Embed Trauma-Informed and Relational Practices School-wide	School accessible to all. Curriculum accessible to children as appropriate

Priority Target	Success Criteria	Timescale	Cost /Budget	Responsibility
Increasing the extent to which pupils can participate in the school curriculum through consistent high-quality teaching and effective adaptive practice.	<ul style="list-style-type: none"> Adaptive Practice Embedded using a consistent range of evidence-based adaptive strategies The 'Assess, Plan, Do, Review' (APDR) cycle is rigorously applied Monitoring of pupils' work across all subjects confirms that outcomes for pupils with SEND, including disadvantaged pupils, are of a consistent quality Continuing Professional Development (CPD) sessions focused on adaptive practice 	Ongoing. Review termly in Pupil Progress Meetings (PPMs). Continuous monitoring	Materials and resources budget	SENCO (LH), All teaching staff
Senior Leadership Team (SLT) to review and assess the current access plan	<ul style="list-style-type: none"> Ensure that 'Identifying Barriers to Access: A Quick Checklist' is completed 	Completed in 2022, to be carried out again in 2025/2026	No cost	SLT
Increase the width and level of paths, particularly from the Springbank Road entrance. Consider installing handrails on steeper slopes	<ul style="list-style-type: none"> Fewer incidents Feedback from site users 	Ongoing – cost dependant	TBC	Facilities Manager / SLT