



Woodside Academy

Accessibility Plan

2023 – 2026

Responsible post holder	Mrs K Freame – Head Teacher
Approved by / on	May 2023
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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is 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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Woodside Academy is an all-age Special School, (EYFS-P16 for pupils with a primary diagnosis of autism). We ensure we follow the Equality Act 2010 and ensure protection against discrimination harassment and victimization (direct or indirect) for everyone under the nine characteristics: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity. This includes gender reassignment (also known as transgender).

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The plan will be published on our school website and paper copies are available on request.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

2. Legislation and guidance

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](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

[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.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action Plan

Aim	Current Good Practice	Objectives	Actions to be Taken	Person Responsible	Date to complete by	Success Criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers an accessible curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum and environment are reviewed to ensure they meet the needs of all pupils.</p>	<p>To improve the specialist provision for all pupils.</p> <p>To improve the progress and participation for pupils with sensory and physical difficulties.</p> <p>To offer specialist provision for SEND children in an inclusive environment.</p> <p>Effective communication with parents and carers.</p> <p>Appropriate use of specialist equipment to benefit individual pupils and staff.</p>	<p>Ongoing review and adaptations to the curriculum.</p> <p>Access to courses: CPD, external services.</p> <p>A range of monitoring activities involving leaders and other stakeholders</p> <p>Care plans in place for pupils with personal care requirements.</p> <p>Ongoing guidance from specialist services including SaLT, OT, Teacher to the Deaf.</p> <p>A Range of SEN interventions</p> <p>Regular and ongoing communication with parents.</p> <p>Parent workshops.</p> <p>Annual reviews attended by parents and professionals.</p> <p>Use of resources which are fully accessible to pupils including, wobble cushions, writing slopes, colour paper work book, chew toys, fiddle toys.</p> <p>Laptops/i-pads for specific pupils where needed to facilitate access particularly for pupils with AAC , dyslexia etc</p> <p>Coloured overlays for pupils with visual stress/difficulties.</p>	<p>SENCo & SLT</p>	<p>On going</p>	<p>Increased access to the curriculum.</p> <p>Needs of all learners are met.</p> <p>Staff training and CPD is maintained.</p> <p>Communication with parents/carers is strong and effective.</p> <p>Increased access to enrichment and after school clubs for all pupils irrespective of SEND/need.</p>

School - Improve and maintain access to the physical environment	Parking	Families are encouraged to walk to school or park and stride where possible. Families who require access to the car park are given this to support access to site.	Continue to collaborate with Bexley Highways to ensure access requirements. Continue to promote positive parking with parents. Ongoing adaptations for pupils where required.	Premises Managers & SLT	Annually	The site remains fully accessible to all pupils, staff, parents and visitors. Repairs are undertaken where required.
	Approach to school entrance	Front access to our school is segregated into serviced vehicle and pedestrian powered gates. Serviced CCTV and camera intercom capture all flow of traffic. Speed humps and 5mph signs are visible when vehicles enter, large concrete planters providing further safety barrier to pedestrians. During pickup and collections allocated staff wearing hi vis jackets control flow of traffic and minibus parking. Early years access their classrooms by their own FB padlocked gate. KEEP CLEAR and zig zag yellow lines are along the road with railings for additional safety.	Regular monitoring of markings and overall external fabric is carried out and periodic local authority parking checks.		Annually	Fully compliant and serviced internal and external facilities for all. Safe well managed disabled/ wheelchair access friendly across the whole site

	Corridors, stairs, signage	<p>Corridors are kept free of objects and serviced access control fobs are installed to most doorways. Serviced stair lifts and main lift provide easy access to disabled occupants. Monitored refuge chairs are at strategic points within the Senior building floors in the event of a Fire. And handrails elsewhere.</p> <p>All corridors are hard floors with matting at door entrances all maintained and kept in good order.</p>	<p>Exit signs</p> <p>Repairs/services are carried out in a timely manner and when required.</p>	Premises Managers/ Contractors	Monthly/ Annually	
	Playground	<p>The school has two playgrounds, KS2 which is grassed and the main which is hard surface, with soft surface under recreational structures and used by the whole school. Early years outdoor areas are incorporated outside their classrooms with Soft rubber surfaces. All play equipment is reviewed weekly internally and annually by a ROSPA accredited agent. MUGA's provide secure play areas when required.</p> <p>Access to the playground for the senior building is via the Gantry and FB secured at all times, This has a non-slip surface and handrails.</p>		Premises Manager/ ROSPA accredited agent		

	Toilets	Staff and student toilets are adjacent across the school, all Adult toilets are accessed via a key. There are three disabled toilets in the senior building and two in the main building all are equipped with handrails, emergency cord. Early years have an additional personal care room. An audible alarm is in each toilet along with smoke detector.	All toilet facilities are monitored, and maintained.	Premises Team	On going	Disabled toilets are fully equipped with alarm (visual and sound), smoke detector with handrails.
	Emergency escape routes		PEEPs completed for relevant pupil/staff	DHT	Annually	Emergency escape routes/PEEPs completed for each relevant pupil.
Improve the delivery of information to pupils with a disability.	Our school uses a range of communication methods to make sure information is accessible. This includes: <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations 	Availability of written material in other forms. Ensure documents are accessible for pupils, parents and staff with vision impairment, PD.	Improve availability of information for parents – display appropriate leaflets for parents to collect. Provide translated documents were appropriate. Adapt materials to individual child's specific need.	Office staff & SENCo & SLT	Annually	Pupil and parents are able to access school documentation.

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Senior Leadership Team. It will be approved by the governing body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy