



# Wood Field Primary School

## **Accessibility Plan**

Wood Field Primary School is part of the Greenshaw Learning Trust.  
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# Wood Field Primary School

**January 2026**

This Accessibility Plan applies to Wood Field Primary School and all governors and staff must abide by the plan, which has been adopted in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust.

It is the responsibility of the Governing Body and Headteacher of the school to ensure that their school and its staff adhere to this plan. In implementing this plan, school staff must take account of any advice given to them by the GLT CEO and/or Board of Trustees.

This plan is subject to the GLT Equalities Policy and the Scheme of Delegation approved for the school. If there is any ambiguity or conflict then the GLT Equalities Policy and the Scheme of Delegation and any specific Scheme or alteration or restriction to the Scheme approved by the Board of Trustees takes precedence. If there is any question or doubt about the interpretation of this, the GLT CEO should be consulted.

**Approval and review:**

Head Teacher: Ann Pratt

This plan was approved by the Governing Body on: 21/1/26

This plan is due for review by: **Jan 27**

# **Wood Field Primary School Accessibility Plan**

## **Introduction**

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, schools have had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to publish an Accessibility Plan showing how they plan to improve access progressively over time

A person is defined as having a disability by The Equality Act 2010 if they have:  
“ 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”.

This plan sets out the proposals of the Governing Body of Wood Field Primary School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

1. increasing the extent to which disabled pupils can participate in the school curriculum;
2. improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
3. improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Wood Field’s Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on annually. A new Accessibility Plan will be written every three years although it shall be recognised that some actions will be ongoing and will be transferred to the new plan.

We are working within a national framework for educational inclusion provided by:

- Equality Act 2010
- The SEN Revised Code of Practice 2015
- The Disability Discrimination Act 1995 (amended for schools in 2001)

## **Wood Field Primary School**

Wood Field Primary School is a three storey building. On the lower ground floor, there are four EYFS rooms. On the ground floor there are six classrooms for Years 1-3. On the top floor there are 11 classrooms for KS2. There is also a Nurture room, intervention rooms as well as additional teaching rooms, a library, pupil and staff toilets, disabled toilets, administration offices, a sports hall and a central hall. The third floor is served by a lift as well as two flights of stairs. The second floor can be accessed via a flight of stairs or by sloped access from the ground floor. There is also a small set of steps along the corridor on the second floor alongside a ramp. Separate from the main building there is a canteen and community hub.

## Oak Field building

Oak Field is organised across two buildings. 7 classes are within the original Oak Field building and 3 classes in the Wood Field building. The Oak Field building is over two floors, there are 7 classrooms, 2 regulation spaces, a soft play room, life skills room, intervention room, Occupational Therapy room and a PPA room. Outside of the building, there is a SALT lodge, library lodge, OT lodge and two playgrounds.

Within the Oak Field area of the Wood Field site, there are 3 classrooms, an OT room, soft play room, 3 office areas and an intervention room. Children can access the playground through internal stairs.

## School's Vision:

Through our school vision of 'We are Limitless', we believe that the wellbeing of every single child is at the heart of everything we do. We set high expectations in all areas, including behaviour and through a creative and exciting curriculum, inspire a love of learning and help to develop the skills and attitudes that our children need to flourish and be the 'best they can be'. We want our children to have exciting learning experiences with lessons that fully engage all learners. The lessons taught at Wood Field Primary School are active and children are equal participants and leaders in their learning. We recognise that every child is unique and we celebrate each of our positive differences.



At Wood Field Primary we believe our children can achieve whatever they dream of by working hard, being resilient and taking risks - our potential is limitless!

**Drivers:** Our school is driven by providing the following opportunities for our children:

- *Fostering high aspirations*
- *Becoming resilient learners*
- *Promoting independence*
- *Widening horizons*
- *Developing creative mindsets*

**Pupil Qualities:** Our children focus on displaying the following pupil qualities in all that they do:

- *Ambitious*
- *Inquisitive*
- *Respectful*
- *Kind*

- *Worldly*

Our staff strive to encourage and motivate our children to achieve their potential and fulfil their ambitions every day. Our knowledge rich, skills based curriculum allows for plenty of opportunities to experience and enjoy the diverse world that we live in.

**PLANS TO INCREASE ACCESS TO EDUCATION FOR DISABLED PUPILS BY AREA:**

1. INCREASING THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM (this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits)					
Plan <i>(examples)</i>	Impact	Resp	Y1 review	Y2 review	Final review
To ensure that Pupil Outcome Proformas (POPs) /Have been completed on a termly basis for pupils with SEND.	Staff are aware of the steps to take support pupils to make progress	<i>SENCO AHT for Inclusion</i>	All pupils on the SEND register have a learning plan (POP) and these are reviewed and written on a termly basis.	All pupils on the SEND register have a learning plan (POP) and these are reviewed and written on a termly basis.	
To ensure that Personalised Learning Intention Maps have been completed on a yearly basis for all children with EHCPs.	All staff are aware of the steps to take in order to collect evidence. They are aware of the children's next steps.	<i>Class teachers  Cognus therapist s</i>	All pupils at Oak Field and all pupils who access the specialist provision groups at Wood Field have a PLIM. These are discussed and reviewed at the Annual Review.	Children who have a PLIM have moved to Connecting Steps for learning (online tool) to capture small steps of progress through observations, videos and photos.	
To ensure that resources are purchased when needed and are available to meet the needs of pupils with SEND.	Pupils have access to all learning	<i>SENCO AHT for Inclusion</i>	An audit of SEND resources takes place at the beginning of the year and reviewed throughout the year. The SEN budget is used to purchase resources and a 'wish list' is created by SENCO and specialist provision group teachers.	An audit of SEND resources takes place at the beginning of the year and reviewed throughout the year. The SEN budget is used to purchase resources and subscriptions and a 'wish list' is created by SENCO and specialist provision group teachers	

<p>To ensure professional services are put in place to support the needs of SEND. E.g. Speech and language therapist, occupational therapist, educational psychologist. To ensure that teachers follow the advice and recommendations given by these professionals.</p>	<p>Outside advice means provision can be targeted to help pupils make progress</p>	<p><i>SENCO</i> <i>AHT for Inclusion</i></p>	<p>We have worked closely with SALT, OT, EP and playwise to support pupils and families. Teachers are invited to review meetings and reports are shared.</p>	<p>We have worked closely with SALT, OT, EP and playwise to support pupils and families. Teachers are invited to review meetings and reports are shared.</p>	
<p>To ensure a Personal Evacuation Plan has been completed and reviewed on an annual basis for pupils as they progress through the school with a disability.</p>	<p>Pupils can access all areas of the school building safely - ensuring they have full access to resources</p>	<p><i>AHT for Inclusion</i></p>	<p>We currently have no children who require a PEEP. There is an EVAC chair on the top floor.</p>	<p>We currently have no children who require a PEEP. There is an EVAC chair on the top floor.</p>	
<p>To ensure interventions are available to support the needs of pupils with SEND.</p>	<p>Interventions help gaps in learning and knowledge to be closed. Interventions are there to help children with regulation so they can access the full offer in the classroom.</p>	<p><i>SENCO</i> <i>Class Teachers</i></p>	<p>A range of interventions have been offered by class teachers and support staff. One member of teaching staff has been allocated two mornings a week to deliver a wider range of intervention. We have a member of staff delivering SALT interventions across the school. As well as Cognition and Learning interventions, there are a number of SEMH interventions which run throughout the week, delivered by a trained Nurture practitioner.</p>	<p>A range of learning interventions have been offered by class teachers Nurture Practitioner and support staff. We have a member of staff delivering SALT interventions across the school for children with SALT in their EHCP. As well as Cognition and Learning interventions, there are a number of SEMH interventions which run throughout the week, delivered by a trained Nurture practitioner and ELSA.</p>	

<p>To ensure that teaching and learning resources are appropriately adapted so that children with SEND can access the curriculum.</p>	<p>Pupils have access to all learning</p>	<p><i>SENCO AHT for Inclusion</i></p>	<p>Teachers scaffold the learning for our SEND pupils in all areas of the curriculum. The new Kapow curriculum provides adaptive resources for their lessons.</p>	<p>Teachers scaffold the learning and offer Adaptive Teaching for our SEND pupils in all areas of the curriculum. The Kapow curriculum provides adaptive resources for their lessons.</p>	
<p>To ensure reasonable adjustments are made to trips and other reasonable adjustments.</p>	<p>Pupils have full access to all enrichment activities that ensure they have the full experience within school</p>	<p><i>AHT for Inclusion</i></p>	<p>A risk assessment is carried out for pupils with a high level of need to attend school trips. Specialist groups also often join in with Oak Field trips and visits. They have recently attended Kidspace and have a role play company visit in February. If a pupil would find a trip challenging and cause undue distress or anxiety, a meeting is held with parents to discuss whether the trip would be in the best interest of the child. A decision is made together with the parent. SEND children have access to enrichment activities.</p>	<p>A risk assessment is carried out for pupils with a high level of need to attend school trips. Specialist groups also often join in with Oak Field trips and visits. They have recently attended Polka Theatre. If a pupil would find a trip challenging and cause undue distress or anxiety, a meeting is held with parents to discuss whether the trip would be in the best interest of the child. A decision is made together with the parent. SEND children have access to enrichment activities.</p>	

To ensure that staff receive appropriate training to support children with SEND.	Staff feel equipped to put in the right support for pupils with SEN	<i>AHT for Inclusion</i>	There have been staff training sessions delivered to all teaching staff during PDMs on SEND. Staff working in the WF Specialist classes work closely with Cognus SALT & OT to deliver interventions. Our SALT Teaching Assistant works with Cognus SALT weekly to deliver sessions to pupils.	There have been staff training sessions delivered to all teaching staff during PDMs on SEND. Staff working in the WF Specialist classes work closely with Cognus SALT & OT to deliver interventions. Our SALT Teaching Assistant works with Cognus SALT weekly to deliver sessions to pupils.		
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## 2. IMPROVING THE ENVIRONMENT OF THE SCHOOL TO INCREASE THE EXTENT TO WHICH DISABLED PUPILS CAN TAKE ADVANTAGE OF EDUCATION AND ASSOCIATED SERVICES

Plan	Impact	Resp	Y1 review	Y2 review	Final review
To ensure the disabled car parking bay in the school car park is left free to enable pupils with a disability to access the school safely	Children have a smooth start to school removing barriers to their learning/regulation at the beginning of the day	<i>Site team</i>	There are two disabled bays in the school car park which are reserved for blue badge holders.	There are two disabled bays in the school car park which are reserved for blue badge holders.	
To review classroom allocation in light of physical and sensory needs. Rearrange seating and resources as appropriate.	Children can physically access their learning space with ease	<i>Headteacher with AHT for Inclusion</i>	Classrooms were reallocated at the start of the academic year. Class teachers arrange furniture to meet the needs of the children in their class.	Classrooms were reallocated at the start of the academic year. Class teachers arrange furniture to meet the needs of the children in their class.	
To use contrasting paper/font/text size/exercise books for	Pupils have access to all learning	<i>Class</i>	Learners with a	Learners with a diagnosis of a specific learning difficulty eg dyslexia, recommendations are followed from diagnosis	

				reports and EP advice eg coloured overlays and pastel coloured paper, specific fonts and sizes. This is also taken into consideration in assessments.	
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children with specific learning difficulties.		<i>teacher in discussion with SENCO</i>	diagnosis of a specific learning difficulty eg dyslexia, then recommendations are followed from diagnosis reports and EP advice eg coloured overlays and pastel coloured paper, specific fonts and sizes. This is also taken into consideration in assessments.		
To ensure disability access to Forest School.	Pupils have full access to all enrichment activities that ensure they have the full experience within school	<i>AHT for Inclusion</i>	Forest School is accessible to all pupils- there is step free access. Pupils within our WF specialist groups access the Forest School regularly as part of their routine.	Forest School is accessible to all pupils- there is step free access. Pupils within our WF specialist groups access the Forest School regularly as part of their routine.	

### 3. IMPROVING THE DELIVERY TO DISABLED PUPILS OF INFORMATION, WHICH IS PROVIDED IN WRITING FOR PUPILS WHO ARE NOT DISABLED

<b>Plan</b> <i>(examples)</i>	<b>Impact</b>	<b>Resp</b>	<b>Y1 review</b>	<b>Y2 review</b>	<b>Final review</b>
To ensure the school website is written in user friendly language.	All stakeholders can access the information they need about the school	<i>Deputy Headteacher</i>	The website has been reviewed and adapted to ensure it is user friendly.	The website has been reviewed and adapted to ensure it is user friendly.	
To ensure that information sent via letter, newsletter, DOJO (Oak Field), Bromcom message, email etc is as	Information is easier to access for parents/carers with reduced	<i>AHT for Inclusion</i>	Pupils with SEND are not communicated via	Pupils with SEND are not communicated via	

<p>accessible as possible. Focusing on reducing wording and using posters, short leaflets where possible</p>	<p>english skills</p>		<p>these means. If we are aware that parents have any additional needs then adaptations are made e.g. emails sent in Spanish to the parents of an SEND child.</p>	<p>these means. If we are aware that parents have any additional needs then adaptations are made e.g. emails sent in Spanish to the parents of an SEND child. Parent's of Pathway Group children use DoJo to communicate with parents.</p>	
<p>To ensure SEND pupils have access to technology eg laptops in order to access information provided to pupils</p>	<p>Physical challenges do not limit their ability to record their work</p>	<p><i>Class Teacher, SENCo, AHT</i></p>	<p>Our WF specialist provision classes have chrome books to use throughout the day. There are some pupils who have access to chromebooks during lessons to aid their learning.</p>	<p>Our WF specialist provision classes have chrome books to use throughout the day. There are some pupils who have access to chromebooks during lessons to aid their learning. Pathway Groups use sound buttons for some activities.</p>	
<p>To provide information to parents with EAL or disabilities in other formats e.g. information on coloured paper for parents with dyslexia or translated letters for EAL in order for pupils to deliver information for pupils.</p>	<p>All stakeholders can access the information they need about the school</p>	<p><i>Class Teacher, SENCO, AHT Inclusion, Office Staff</i></p>	<p>The majority of our correspondence is by email and BromCom. Some families will receive emails in their home language, when we are aware this is required. Staff may pass on key messages verbally to some families to check it has been understood.</p>	<p>The majority of our correspondence is by email and BromCom. Some families will receive emails in their home language, when we are aware this is required. Staff may pass on key messages verbally to some families to check it has been understood.</p>	
<p>Promote governor and staff vacancies by interviewing anyone with a disability who meets the job requirements.</p>	<p>A diverse team supports the school</p>	<p><i>HR Manager</i></p>		<p>Candidates applying for a role have the option to disclose any disabilities.</p>	

				All candidates are given the equal opportunity for an interview.	
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