



Woodlands Primary School

Accessibility Plan

Woodlands Primary School is part of the Greenshaw Learning Trust.

The Greenshaw Learning Trust is a charitable company limited by guarantee registered in England and Wales, company number 7633694, registered at Greenshaw Learning Trust, ORU Sutton, Throwley Way, Sutton, SM1 4AF.

Woodlands Primary School Accessibility Plan

January 2026

This Accessibility Plan applies to Woodlands 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:

This plan is the responsibility of: Rachel Dean, SENCO

This plan was approved by the Chair's Resolution on: January 2026

This plan is due for review by: GB 3 January 2027

Woodlands 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 Woodlands 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.

Woodlands Primary School's Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

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)

Woodlands Primary School

The school is an amalgamation of two schools linked by a corridor. There is a nursery and a Hearing Resource Base. The majority of the building is one storey and there is access to a disabled toilet. On the KS2 side there are two two-storey parts each with two classrooms and a practical area.

Woodlands Primary School's vision for disabled pupils:

We are committed to removing academic and non-academic barriers so that every pupil has the foundation, resilience, and cultural capital needed to genuinely pursue their highest aspirations.

We aren't just teaching lessons; we are building the "Million Dreams" of all our pupils. In order to do this, Woodlands Primary School is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We work with our community, anticipating what barriers there might be and regularly auditing and adapting the physical site to ensure it is welcoming for pupils with mobility, sensory, and neurodivergent needs.

At Woodlands Primary School our biggest areas of need are SLCN and SEMH (January Census Data 2025). This is higher than the national average. This is reflected in our priority improvement areas which include improving oracy and increasing children's sense of belonging at school through reducing absence and supporting pupil's mental health and wellbeing.

At Woodlands Primary School we have a Hearing Impaired Resource Base (HRB) where we have the highest expectations for all pupils. Pupils follow the same curriculum as their mainstream peers and spend most of their time in their year group classrooms. However, pupils are supported by HRB staff as well as a range of external professionals. Teaching and support from HRB staff is in class, in small groups in the resource base, or in 1:1 lessons. Our mission statement can be found [here](#)

We are committed to taking positive action and challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We aim to as far as possible to work with stakeholders to remove those barriers and ensure that all pupils can take part in the day to day life of the school and benefit from the learning experiences we provide

Woodlands Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

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	Impact	Resp	Y1 review	Y2 review	Final review
<i>Ensure children have appropriate resources in order for them to fully access and make progress across the Million Dreams curriculum (e.g Paint brushes, PE equipment)</i>	<i>The most vulnerable pupils make progress across the curriculum</i>	<i>Subject Leaders</i>	This is part of the school improvement plans and the school has invested in resources for the foundation subjects.	The school continues to invest in resources to support reasonable adaptations across the curriculum	
<i>Further increase representation of pupils with SEND ie; participation in pupil leadership activities, participation in extracurricular activities</i>	<i>Pupil body representation will reflect its diverse nature.</i>	<i>Personal Development Leader</i>	The school has developed a very inclusive application process and monitors the uptake for our pupil voice groups. This is a focus through our participation in PINs.	Systems for prioritising pupils with SEND have been developed for clubs. Trips and visitors are planned to ensure access for all.	
<i>Extend and develop evaluation of literacy and SEMH interventions to ensure maximum progress and impact</i>	<i>Improved attainment and progress for SEND pupils</i>	SENCO	Staff trained in ELSA and Nurture UK. Developed use of Boxall and Ready for reintegration scales.	The school has continued to invest in resources to support language and SEMH including Language for Behaviour & Emotions, Rapid Writing and Language for Thinking	

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
Ensure every classroom has access to specialist equipment and furniture where necessary	No pupil has impaired access to learning as a result of a lack of equipment.	SLT	Our HI pupils have specialist equipment to support access to learning. We have made reasonable adjustments for a range of need.	The school is developing a universal offer to include reasonable adjustments.	
Ensure that paving slabs, kerbs, pathways etc. are maintained so they	No pupil is impacted by a lack of accessibility to the building	Health and	This is in the site development plan.	The safety crossings on the car park have been repainted.	

are level and smooth to avoid hazards	and environment	Safety lead Site team			
To ensure safe escape routes for pupils with SEN and disability	All pupils are able to evacuate the building safely	Site team	Fire drills are practised regularly. PEEPs are in place for pupils as needed.	Fire drills are practised regularly. PEEPs are in place for pupils as needed.	

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

Plan	Impact	Resp	Y1 review	Y2 review	Final review
Make available school information, school newsletters and other information for parents and pupils in alternative formats, if required	Parents and pupils feel fully involved in the life of the school and can access important information	SLT /Admin team	Electronic version can be enlarged, voice read and translated.	Electronic version can be enlarged, voice read and translated.	
Pupils with SEN and disability are supported by the use of adapted materials to support the curriculum (e.g. visuals, radio aids) and modified learning environment (e.g. Sound proof HIRB, contrasting tape)	No pupil has impaired access to learning as a result of a lack of modified equipment.	TOD/SEN CO	Our HI pupils have specialist equipment to support access to learning. We have made reasonable adjustments for a range of need.	Our HI pupils have specialist equipment to support access to learning. We have made reasonable adjustments for a range of need.	