



Woolmore
Primary School

ACCESSIBILITY PLAN

June 2026-2029

This policy supports the following articles from the United Nations on the Convention on the Rights of a Child:

Article 3: (Best interests of the child): The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children.

Article 23 (Children with disabilities): A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.

Our Vision

- At Woolmore, we welcome and celebrate difference and diversity within our community.
- We want our children to be successful citizens who value themselves and each other. Therefore, we are continually striving to ensure that we nurture, challenge and enable each and every one to be the very best they can be in all areas of school life.
- We will always endeavour to keep the views of the child and their family at the centre of our planning.
- We know that the earlier we identify special educational needs and provide support, the more successful our children will be. Early identification of special educational needs and/or disabilities (SEND) is what we are currently striving for.
- We make sure that all our staff have the knowledge and skills to support our children with SEND and believe that most of the needs of our children can be addressed through our Ordinarily Available Provision
- We will provide relevant, expert support and resources for children with SEND as and when appropriate.

Rationale

In order for all of our children to be the very best they can be, we need to ensure that at every level, in all our work and throughout all aspects of the school community and its life, everyone will be treated equally. It is our duty, by law, to promote disability equality.

The school recognizes its duties under the Equality Act 2010 which replaced the SEN and Disability Act (2001) and the Disability Discrimination Act (1995). In line with current legislation, the Governing Body ensures that the school promotes equality of opportunity and inclusive practice for all pupils.

At Woolmore, The Governing Body fulfils the following key duties:

- To ensure that disabled students are not treated less favourably for a reason related to their disability and that all forms of discrimination are actively challenged.
- to make reasonable adjustments for disabled students so that they are not at a substantial disadvantage. This includes adaptations to teaching, the curriculum, the physical environment, and access to resources to ensure children can participate fully in school life.
- Ensure that children with SEND have equal access to a broad, balanced curriculum and enrichment activities and are supported to achieve their full potential.

At Woolmore, we have a general duty to:

- promote equality of opportunity and to value all children and to have high expectations for all children including those children with SEND
- eliminate discrimination;
- eliminate harassment related to a disability;
- promote positive attitudes towards disabled people;

To support our work and plan, we liaise with:

- Special School outreach workers (Phoenix and Stephen Hawking)
- EP consultations with families.
- Physiotherapist
- Occupational Therapist

- CAMHS practitioners
 - Speech and language Therapist 3 days per week working across the school.
-
- is a set of action plans showing how the school will address the priorities identified in the plan. The plan is resourced, implemented and reviewed and revised as necessary
 -

Definition of Disability

Disability is defined by the Equalities Act 2010 as: "A person has a disability if they have: A physical or mental impairment and the impairment and long-term adverse effect on their ability to carry out normal that 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

Accessibility Plan: 2026-2029

This plan outlines the proposals of the governing body to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010. These are to:

1. Increase the extent to which pupils with disabilities can participate in the school curriculum;
2. improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
3. Improve access to information for children pupils with disabilities.

The future planned action work will be led by the SENDCo who will prepare reports for the school Leadership and Governing Body as necessary.

Curriculum Access

Audit of Current Provision and Action Required:

Statement for current Practice	Evidence	Objectives	Action Required	Timeline	Staff Responsible	Success Criteria
Teachers and TAs have the necessary training to teach and support pupils with a range of disabilities and have access to specialist teachers and external agencies for information and advice	<p>INSET records for individual and whole school training; CPD file.</p> <p>Assess Plan Do Reviews, and One Page Profiles for Individual children are available in the classroom. All relevant staff are encouraged to contribute. Discussions and decisions concerning access to inclusion base within the school are carried out with staff and families of reception aged children.</p>	<p>Potential barriers to learning are minimised for all children.</p> <p>Extend provision space for Social Partners to ensure the learning environment meets their sensory and communication needs.</p>	<p>Regular staff meetings to consider the needs of children with SEND through Assess Plan Do Reviews.</p> <p>On-going CPD from outreach specialists.</p> <p>Seeking advice and recommendations from Occupational Therapist.</p> <p>Enhanced Training for staff</p>	<p>Ongoing</p> <p>Summer 27</p> <p>2027/28</p>	<p>SLT and SENDCO</p> <p>SLT SENDCO</p>	<p>Children are seen and heard to be making choices in their learning. Recommendations from outside agencies are evident in practice.</p>
Pupils with Social, Emotional and Mental Health are supported effectively in school.	<p>Whole school training using Paul Dix philosophy.</p> <p>Counsellor employed through Child in Time - 2 days a week.</p> <p>Solution Circles are</p>	<p>To ensure consistent practice continues and barriers to communication are minimized.</p> <p>Improve the engagement and well-being of identified children</p>	<p>Links to latest SIP/SEF plan and behaviour policy. Training for new staff – Comic Strip Conversations and visuals.</p> <p>Impact to be evaluated /family/staff/SLT</p>	<p>Annual</p>	<p>SENDCO</p> <p>HLTAs</p>	<p>Increased engagement by children with SEND with visuals to communicate feelings and restore relationships.</p>

	<p>used to gather thoughts from all professionals and plan the daily support for individual children.</p> <p>EBSA training SENDCO April 2026</p> <p>Individual Programmes are put in place to support targeted children including ABC charts, behaviour support plans and adjustments to the curriculum and transitions.</p> <p>Additional full-time member of the Family Support Team employed September 25 to respond to the growing needs of children and their families.</p>	<p>To increase attendance and engagement of children who have persistent absence due to mental, physical health or education needs.</p> <p>To increase engagement of children in lessons and play. To feel safe at school.</p>	<p>Attendance team to plan programme of early morning motivators for children to improve attendance.</p> <p>HLTAs to oversee day to day practice. Ensure that adults working with children understand the principles</p>	<p>Spring 27</p> <p>Ongoing Regular Solution Circles to review</p>	<p>Family Support Team SENDCO Attendance Officer</p> <p>SENDCO HLTAs</p>	<p>Increased attendance for individual children.</p> <p>Increased participation in lessons.</p>
--	--	--	--	--	--	---

<p>Classrooms and the environment are optimally organised for disabled pupils</p>	<p>Classroom space is large and staff consider the best arrangement of furniture to improve accessibility & to accommodate necessary equipment.</p> <p>Staff are trained yearly for the use of Evacuation Chairs. Equipment to aid accessibility to the toilets is used.</p> <p>Space is considered and organised to allow for children to be PEG fed.</p> <p>The lift is used by children and staff with mobility/medical needs.</p> <p>Virtual links set up for child who is receiving Cancer Treatment</p>	<p>To ensure that children can access all required areas of the school.</p> <p>Staff are trained by Community Nurse Trainer</p> <p>Resources and school maintain links and regular reviews with tutor.</p>	<p>Consider year group classroom changes to best meet the needs of disabled pupils.</p> <p>Consider supervision for children needing the lift</p> <p>New staff to be familiar with process and timings and pass competency test.</p> <p>Staff to consider placement on their return</p>	<p>Ongoing</p> <p>July 26 July 27 July 28</p> <p>As required</p> <p>Jan 27</p>	<p>SENDCO and Assistant Head</p> <p>SENDCO</p> <p>Asst Head C/teacher</p>	<p>Minimal disruption to learning. Children use the lifts to arrive in time for their lessons.</p> <p>Minimal disruption to learning while maintaining privacy and dignity.</p>
<p>All pupils are encouraged to take part in music,</p>	<p>Full inclusion, extra-curricular clubs, residentials, trips out, concerts, performances etc. As needs arise, extra staff support/different transport (eg. a taxi)</p>	<p>To maximise relevance and engagement in trips.</p>	<p>As need arises, extra staff support/different transport (eg. a taxi)</p> <p>Pre visit done by staff and experience is adapted to the needs of the children and individual children are considered in the risk assessment .</p>	<p>Termly</p>	<p>Class teachers SENDCO</p>	

Drama and physical activities	All children are included and planned for in drama and physical activities.	Increase participation in PE for children who have cerebral palsy and other physical or co-ordination disabilities	CO-OP approach. PE Coaches to receive training	Spring 2027	SLT, PE Co-ordinator SENDCO	Children can explain what they need to help them plan their movements.
Children with sensory differences are considered as part of Ordinarily Available Provision at unstructured times	Children with SEND access breakfast club and child care club with additional support and resources. An inside lunchtime club is available for those who find the playground overwhelming at times. The playground has a shelter where children with SEND can spend time in a quieter outside environment when needed.	Increase opportunities to regulate in the playground to ease transitions to lessons.	Development of the outside shelter space to meet the increasing sensory and social communication needs of children.	2026/27	SENDCO Midday Meals Team	Children and staff use the equipment safely and reduced dysregulation when returning to the class or other spaces.
Staff recognise and plan for the additional time and effort needed by some disabled pupils, slow writing speed for pupils with dyslexia, extra time to move from activity to activity for those with physical disabilities.	All staff aware of needs & detailed in planning/learning journals (if on EHCP) Assess Plan Do Reviews available for staff in the classrooms. Appropriate applications can be made for SATs – readers/scribes/extra time can be applied for.	To use technology to publish work where writing speed is a barrier.	Plan for the appropriate use of technology to support individual children who have fine motor control needs.	2027/28	Literacy Team	Children are competent and use appropriate technology to publish their work.

All staff plan for additional time required by some disabled pupils to use equipment and adapted resources.	See planning					
School visits are accessible to all pupils, regardless of attainment or impairment. All risk assessments include info re. disabled pupils. H&S policy and Supporting Children with Medical Needs Policy	Consultation with parents as appropriate. Social stories to prepare children. Extra staffing/invitations to parents / special equipment (buggy/wheelchair) taxis, planning for spaces for tube feeding	Increase participation and meaningful engagement for all children during trips. Increase capacity to support diabetic children in school.	Adjustments and adapted activities to be planned for children to access the trips. Organise training with Diabetic nurse	Beginning of each term March 27	DH C/teachers Phase Leaders SENDCO Medical Lead	Evidence of adapted day within planning. Additional 2 members of staff trained for Diabetes Type 1
All staff have high expectations for all pupils	Book Looks, Lesson Observations, Tracking & target setting in place. As part of teaching and learning monitoring timetable	Ongoing – with focus on inclusion as part of the SIP		Ongoing	HT SLT	See targets

<p>All staff strive to remove barriers to learning and participation & value pupil voice.</p>	<p>Lesson observations, Learning Plans Annual Reviews, monitoring systems, staff meetings. Children represented on school council Talking mats and visuals used to gain the views of pre-verbal children and others where appropriate. Children with EHCPs and where able, are active in setting targets and reviewing progress at their Annual ReviewPres.</p>	<p>Continuing CPD As part of SIP evaluation At staff appraisals</p>	<p>Termly Pupil progress to monitor Training for staff to use 'Talking Mats'</p>	<p>Termly</p>	<p>SLT C/teachers</p>	<p>Children are able to communicate their opinions and review progress.</p>
---	---	--	--	---------------	---------------------------	---

Physical Access:

Audit of Current Provision and Action Required:

Statement	Evidence	Objectives	Actions required	Timeline	Person Responsible	Success Criteria
When the school was designed in 2015, plans were carefully considered so that the new build was fully accessible for people with disabilities	Building plans Environment/Learning walk Lifts, ramps, 2 EVAC chairs	Maintain and review to ensure building remains accessible	Identified barriers to access to be reported to premises manager	Ongoing	Premises Manager All staff	Any issues
There are disabled toilets on every floor which are fully accessible and equipped with frames.	Completed with new building in early 2016	Maintain	Identified barriers to access to be reported to premises manager	Ongoing		Maintenance
The whole school has universal access. Doors wide enough for wheelchair access, a lift is available			Identified barriers to access to be reported to premises manager	Ongoing		Maintenance
Pathways around school are safe and well signed.	Good signage.	Develop visuals alongside written signs	Identified barriers to access to be reported to premises manager	Ongoing		Maintenance

Playground surface is safe for all pupils, soft surface with games to support individual learning.		increase access to relevant sensory experiences in response to children's needs in the shelter.	Quote for installations in the playground	Summer 27	Premises Managers SENDCO	Maintenance
Emergency and evacuation systems inform all pupils.	Evacuation procedures displayed clearly in each class and communicated to children regularly. PEEP (personal emergency evacuation plan) in place for identified pupils. 2 EVAC chairs installed with new building in 2016 and staff trained annually.	Ensure new staff are trained as required	Organise Training visit	Autumn 26 Autumn 27 Autumn 28	Premises Managers SENDCO	Children evacuated appropriately and timely during fire drills.
Classroom/dining room furniture appropriate to suit the needs of the class	Dining chair/classroom chairs adjusted and flexible seating is considered for children with sensory differences	Assessed at each transition point	Identified barriers to access to be reported to premises manager	Ongoing	Premises Managers SENDCO	
All areas are well lit	Audited by H&S	Continue	Identified barriers to access to be reported to premises manager	Ongoing	Premises Managers	
Parents are able to access meetings	All areas of the school are fully accessible	Continue	Identified barriers to access to be reported to premises manager	Ongoing	Premises Managers	

Access to Information

Audit of Current Provision and Action Required:

Statement	Evidence	Objectives	Actions required	Timeline	Person responsible	Success Criteria
Staff are aware of parents/carers/children with disabilities and use this information to ensure good communication	Register of needs kept by the SENDCO and Head	Audit alongside SEND register audit	Update and review Policy and Website accessibility SENDCO Office Manager	Summer 27	SENDCO Office Manager	SEND information incorporated to MIS
Staff are familiar with technology and practices to assist pupils, parents and carers with disabilities, e.g., positioning when talking to a hearing impaired learner, need for simple language and visual prompts for those with learning difficulties. The school ensures that both in lessons and parents meetings, information is presented in a user-friendly way, e.g., by reading aloud, using power point presentations etc. IWB used in every class for enlarging texts. All staff read aloud & for parents who cannot read, information can be read	External advice given by specialists. Lesson observations.	Include all parents and carers where safeguarding allows, to access performances etc.	Ensure language prompts and visuals are in each class. Staff Meetings to discuss when needs arise and on-going CPD Termly to agree and share good practice for Welcome meetings, performances and parent meetings to ensure access for all parents. Staff can access and add information to e folder	Ongoing	HT	Full attendance to whole school and shared activities.

<p>to them. Separate report can be requested to be sent if a parent does not live at same address Power Point presentations used at workshops and parents' meetings. Website updated weekly & regular news letter sent to all parents. Senior Leadership, Family Support Team and SENDCO greet parents and children before and after school in the playground to answer questions.</p>						
<p>The school endeavour to provide information in simple, clear language, symbols, large print, on audiotape or in Braille for pupils/parents and carers who may have difficulty with the standard printed format.</p>	<p>Feedback from parents</p>	<p>To ensure that all children parents, and carers can access information regardless of need improve clarity and accessibility of communication and increase availability and awareness of alternative formats</p>	<p>Continue providing information in alternative formats. Ensure that staff read aloud any key information when needed. Offer verbal explanations of events and to hear requests.</p>	<p>Ongoing</p>	<p>Office Manager All staff</p>	<p>Accessibility requests are met promptly</p>

<p>The school ensures that both in lessons and parents meetings, information is presented in a user-friendly way, e.g., by reading aloud, using power point presentations etc. IWB used in every class for enlarging texts. All staff read aloud & for parents who cannot read, information can be read to them. Separate report can be requested to be sent if a parent does not live at same address Power Point presentations used at workshops and parents' meetings. Website updated weekly & regular news letter sent to all parents. Senior Leadership, Family Support Team and SENDCO greet parents and children before and after school in the playground to answer questions.</p>						
---	--	--	--	--	--	--