



Wood End School Accessibility Plan

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. This plan should be read in conjunction with the schools' Equality and Inclusion policies. It is reviewed annually by the Resources Committee; revised accordingly, and ratified by the Full Governing Body.

At Wood End School all staff, teaching and non-teaching, are committed to providing the best possible education for each child within our care, irrespective of social background, culture, race, gender, differences in ability or disabilities.

We ensure that each child has complete access to our school environment so that he/she is able to develop the knowledge, understanding, skills and attitudes necessary for their self-fulfilment and development as active and responsible citizens. To that end we aim to be as inclusive as is practical to all. 'Reasonable adjustments' will be made for individual pupils according to their specific needs.

Our Accessibility Plan aims to:

- **Enable access for disabled pupils to 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 school visits.
- **Continue to improve access to the physical environment of the school.** For all stakeholders. This includes physical aids to access education.
- **Continue to create a fully inclusive environment where all can participate and meet their potential**

Disability

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. (Equality Act 2010)

Targets	Strategies	Timescale	Outcome
All staff receive updated Therapeutic training	The school's Therapeutic Behaviours' tutors will deliver training to all staff	Autumn 2026	All staff follow the therapeutic training guidance
All staff receive epilepsy, EpiPen and asthma training.	Training delivered to all staff on line	Autumn 2026	All staff understand the triggers, symptoms and effects of the individual's seizures and know how to respond
Pupils with sensory needs gain access to equipment and strategies to help them to fully participate in school life.	Specialist teachers and SENCo will work with staff, parents and children, to increase knowledge of children's sensory needs and the adjustments that can be made. Staff will monitor and assess the individual needs of the children to ensure they have access to necessary equipment and strategies. Regularly reviewing the impact of any adjustments made.	Autumn 2026 and ongoing	Identified pupils have access to sensory equipment and strategies, feel more regulated and comfortable to fully access all school life and to reach their potential.
All pupils with medical needs can access the learning environment to fully participate in school life	Medical professionals will deliver training to necessary staff. Medical professionals, parents and staff will assess what adjustments and support is needed to enable the child to be able to fully participate in school	Autumn 2026 and ongoing	Identified pupils have full access to the environment and are fully included in all aspects of school life.

	life. All staff will receive training on the medical needs, adjustments and support.		
Identified pupils receive support to improve and develop their mental wellbeing and emotional literacy	School will monitor changes in behaviour of their children and encourage conversations between teachers and parents if there are concerns about a child. School will offer support, seek professional input and/or signpost parents to external professionals.	Ongoing	Identified pupils receive the support needed and develop improved wellbeing. Children develop a greater understanding of their emotions and associated behaviours, and feel more comfortable to talk about them.
All staff working with children in school have the necessary training to teach and support all pupils with disabilities.	The training needs of all adults are reviewed according to the children they support. Appropriate training is identified and delivered and/or attended by the relevant staff.	When required.	Accessibility of the curriculum and learning optimised through increased confidence and competence.
To provide quiet areas where pupils can read and feel calm and safe.	Designated areas around the school are in place. Area of library designed to be a calm area with identified resources.	Ongoing	Increased enjoyment for pupils at break and lunch time (particularly those with SEMH needs).

Wood End School has two single storey buildings and is fully wheelchair accessible. Disabled toilets are situated in all buildings. There is a disabled parking space in each of the two car parks.

Wood End Schools On-going Strategy:

- Working closely with external agencies to benefit specific pupils
- Good communication amongst ALL staff e.g. class medical alerts, vulnerable children
- Constant review of practices e.g. storage of inhalers/epipens/communication system
- Continue practice of early identification of need through nursery visits and induction
- Monitor and review provision in classrooms, play areas and shared spaces around the school site
- Develop use of IT to facilitate learning for children with specific learning difficulties e.g. use of iPads & touch screen technology
- Emergency First Aid training for all staff – updated every 3 years
- Epipen, asthma and epilepsy training for all staff – updated annually
- Ensuring at least 2 staff are fully trained in Paediatric Care.

To be reviewed by the Standards Committee Autumn 2027