



# Woodland Primary Academy

## Accessibility Plan 2026–2029

### Version Control

| Version | Date     | Author          | Changes made:                                                                        |
|---------|----------|-----------------|--------------------------------------------------------------------------------------|
| 0.1     | 17.09.26 | Mr C<br>Howarth | Information updated based on the school's new vision, values, name and updated data. |
|         |          |                 |                                                                                      |
|         |          |                 |                                                                                      |

**School:** Woodland Primary Academy

**Academy Trust:** The Quill C of E Trust

**Plan period:** September 2026 – August 2029

**Plan Lead:** Headteacher / SENDCO

**Governance oversight:** Local Governing Body / The Quill C of E Trust

**Date adopted:** September 2026

**Annual review:** Summer Term

**Full review:** Summer 2029

# 1. Our Vision

At Woodland Primary Academy, our vision is:

## **Empowering Every Child to Flourish**

We believe that every pupil should be able to access, participate in and enjoy the full educational and personal development opportunities available at Woodland.

Our values of:

## **Kindness • Honesty • Curiosity • Resilience • Responsibility**

underpin our commitment to creating a school where every pupil feels safe, valued, included and able to succeed.

Accessibility is not viewed as a separate initiative at Woodland. It is an integral part of our approach to:

- inclusion;
- teaching and learning;
- SEND provision;
- curriculum development;
- behaviour and relationships;
- personal development;
- the physical environment;
- digital learning;
- outdoor learning;
- educational visits;
- pupil wellbeing.

Woodland already has a **well-maintained and accessible school environment**, including established wheelchair access. This plan therefore focuses both on **sustaining existing strong provision and continuing to improve accessibility over time**.

## 2. Purpose of the Accessibility Plan

Under the Equality Act 2010, schools are required to develop and implement an Accessibility Plan.

The plan focuses on three statutory areas:

### 1. Curriculum accessibility

Increasing the extent to which disabled pupils can participate in the curriculum.

### 2. Physical accessibility

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education, facilities and services.

### **3. Accessible information**

Improving the availability of accessible information for disabled pupils.

Woodland Primary Academy will keep this plan under review and develop it in response to:

- the needs of current and future pupils;
- pupil and parent voice;
- SEND monitoring;
- changes to the school environment;
- curriculum development;
- advances in assistive technology;
- relevant statutory guidance.

### **3. Legal and Policy Framework**

This plan has been developed with reference to:

- Equality Act 2010;
- Schedule 10 of the Equality Act 2010;
- Children and Families Act 2014;
- SEND Code of Practice: 0–25 years;
- Department for Education guidance on information academies should publish online;
- Department for Education Inclusive Education Estates guidance;
- Woodland Primary Academy Equality Information and Objectives 2026–2030;
- Woodland Primary Academy SEND Information Report 2026–27;
- Woodland Primary Academy Classroom Environment Policy 2026;
- Woodland Primary Academy School Improvement Plan 2026–27.

### **4. Definition of Disability**

Under the Equality Act 2010, a person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This may include pupils with:

- physical disabilities;
- mobility needs;
- visual impairment;

- hearing impairment;
- long-term medical conditions;
- autism;
- communication needs;
- sensory processing differences;
- social, emotional and mental health needs;
- neurodevelopmental conditions;
- other impairments meeting the statutory definition.

Not all pupils with SEND will meet the Equality Act definition of disability, and not every disabled pupil will necessarily be identified as having SEND.

Woodland considers the needs and circumstances of each pupil individually.

## **5. Woodland Primary Academy Context**

Woodland Primary Academy is a one-form-entry primary academy with a strongly inclusive ethos.

Approximately **48.9% of pupils have an identified SEND need when pupils within the school's two SEND Units are included.**

The school has:

- **two specialist SEND Units;**
- mainstream classes from Reception to Year 6;
- pupils with a wide range of physical, communication, sensory and learning needs;
- **two current wheelchair users;**
- Forest School provision;
- Loose Parts Play;
- extensive outdoor learning;
- a broad personal development offer;
- inclusive clubs and enrichment;
- 1:1 iPads as part of the school's digital strategy.

Woodland therefore has considerable practical experience of adapting provision to enable pupils with different needs to participate fully in school life.

## **6. Our Current Accessibility Strengths**

Accessibility and inclusion are significant strengths of Woodland Primary Academy.

### **Physical environment**

The school environment is:

- **well maintained;**
- **accessible for wheelchair users;**
- organised to allow pupils with mobility needs to move around school;
- routinely reviewed in response to individual pupils' needs;
- adapted where appropriate to remove barriers.

The effectiveness of current arrangements is demonstrated practically by the inclusion of **two pupils who use wheelchairs within school.**

Recent accessibility developments include:

### **Forest School wheelchair access**

A **new accessible pathway to the Forest School area** has been constructed to improve wheelchair access.

This enables pupils with mobility needs to participate more fully in one of Woodland's distinctive curriculum and personal development opportunities.

### **All-terrain wheelchair**

The school has successfully **secured funding for an all-terrain wheelchair.**

This will further improve access to:

- Forest School;
- outdoor learning;
- less even outdoor terrain;
- wider outdoor experiences.

This represents a significant additional step in ensuring that physical disability does not unnecessarily restrict participation in Woodland's outdoor curriculum.

### **Inclusive climbing equipment**

New climbing equipment is scheduled for installation in **October 2026.**

The equipment has been selected in part to provide increased opportunities for pupils within the school's **SEND Units to experience climbing, physical challenge and supported risk-taking.**

This supports Woodland's commitment to ensuring that pupils with additional needs have access to meaningful physical and play experiences, rather than simply being present alongside them.

## **7. Inclusive Classroom Environments**

Woodland's **Classroom Environment Policy**, revised in September 2026, provides an important part of the school's accessibility provision.

The policy establishes a consistent whole-school approach to creating classrooms which are:

- calm;
- welcoming;
- inclusive;
- communication-friendly;
- autism-friendly;
- accessible;
- supportive of regulation;
- supportive of independence;
- visually organised;
- purposeful.

The policy is informed by the principles of:

### **Naturalness**

Considering:

- natural light;
- ventilation;
- temperature;
- sound;
- connection with nature.

### **Individualisation**

Providing:

- pupil ownership;
- personalisation;
- flexible spaces;
- appropriate resources;
- representation;
- pupil voice.

### **Stimulation**

Ensuring classrooms:

- provide sufficient stimulation to support learning;
- minimise unnecessary cognitive overload;
- use purposeful displays;

- remain calm and visually organised.

## Evaluation

### **GREEN – established strength**

The Classroom Environment Policy provides a clear whole-school framework for environmental accessibility and is monitored through dedicated classroom and inclusion audits.

## **8. Communication-Friendly Classrooms**

Every classroom is expected to support pupils with communication and language needs.

Provision includes:

- clearly displayed daily visual timetables;
- individual visual schedules where identified;
- Widgit symbols where appropriate;
- dual-coded vocabulary;
- visual instructions;
- sentence stems;
- speaking frames;
- worked examples;
- graphic organisers;
- visual representations;
- clear learning intentions;
- accessible success criteria;
- communication-friendly working walls;
- opportunities for structured pupil talk;
- processing time.

The school's approach is particularly important for pupils with:

- SLCN;
- autism;
- SEND;
- EAL;
- working-memory difficulties;
- language-processing needs.

## Evaluation

## **9. Autism and Sensory-Friendly Environments**

Woodland recognises that accessibility includes **sensory and cognitive accessibility**, not simply physical access.

The Classroom Environment Policy requires classrooms to:

- maintain predictable layouts;
- minimise unnecessary visual clutter;
- use purposeful displays;
- provide low-distraction working areas where required;
- provide individual visual supports;
- clearly organise and label resources;
- enable independent access to adaptive resources;
- provide assistive technology where appropriate.

All classroom display boards use **hessian backing** as part of the school's approach to creating calm and visually consistent environments.

This supports:

- reduced visual overload;
- improved readability;
- consistency;
- sensory regulation;
- concentration.

### **Regulation provision**

Classroom provision can include:

- wobble cushions;
- sensory tools;
- writing slopes;
- timers;
- visual countdowns;
- ear defenders;
- calm/regulation spaces;
- emotional-literacy resources.

Importantly, regulation resources are treated as **tools for accessing learning rather than rewards**.

Where appropriate, pupils can access resources independently rather than being unnecessarily dependent upon an adult.

## Evaluation

### ● GREEN – strong inclusive practice

The priority during this plan period is to continue evaluating individual pupils' sensory experiences and refine provision where required.

## 10. Accessibility for Pupils with Physical Disabilities

Woodland's physical environment currently enables wheelchair access for pupils attending the school.

There are currently **two wheelchair users**, providing direct evidence that physical accessibility is an active and established part of school provision.

The school will continue to ensure that:

- routes remain unobstructed;
- classroom layouts provide appropriate circulation space;
- furniture does not unnecessarily restrict access;
- entrances and exits remain accessible;
- pupils can access appropriate toilet facilities;
- outdoor provision is considered as part of accessibility;
- emergency evacuation arrangements reflect individual need;
- new developments consider wheelchair accessibility from the outset.

## Current evaluation

### ● GREEN – environment accessible and well maintained

The purpose of this plan is therefore to **maintain this standard and increase opportunities further**, rather than to address a currently inaccessible site.

## 11. Forest School and Outdoor Accessibility

Forest School is an important part of Woodland's curriculum and personal development offer.

The school is committed to ensuring physical disability does not unnecessarily prevent pupils from benefiting from these experiences.

## Improvements already made

### ● Accessible Forest School path

A new path has been constructed to provide improved wheelchair access to Forest School.

## ● Funding secured for an all-terrain wheelchair

Funding has been secured to provide an all-terrain wheelchair, further extending the range of outdoor areas and experiences accessible to pupils with mobility needs.

## ● Inclusive planning

Forest School activities are adapted according to individual need and risk assessment.

Staff consider:

- mobility;
- terrain;
- positioning;
- access to activities;
- adult support;
- sensory needs;
- communication;
- regulation;
- weather and environmental conditions.

## Evaluation

## ● GREEN – significant strength

The next step is to evaluate the impact of the all-terrain wheelchair once operational and continue to identify ways of increasing independence within outdoor learning.

## 12. Playground and Physical Development

Woodland recognises that accessibility includes access to:

- play;
- movement;
- physical challenge;
- exploration;
- managed risk;
- social interaction.

Loose Parts Play is being developed to provide a wider range of play opportunities.

## New climbing equipment – October 2026

New climbing equipment will be installed in **October 2026**.

An important purpose of the development is to enable pupils within the school's SEND Units to experience increased opportunities for:

- climbing;
- gross-motor development;
- coordination;
- strength;
- balance;
- confidence;
- physical challenge;
- managed risk;
- shared play.

Where necessary:

- individual risk assessments will be completed;
- adult support will be provided;
- pupils will be supported to access equipment progressively;
- reasonable adjustments will be considered.

#### **Current evaluation**

#### **GREEN – provision actively being extended**

The October installation represents planned enhancement of already inclusive provision rather than remediation of a significant accessibility deficit.

### **13. Curriculum Accessibility**

Woodland expects pupils with SEND and disabilities to have access to an **ambitious curriculum**.

Accessibility should not automatically result in reduced expectations or unnecessarily simplified learning.

Provision includes:

- adaptive teaching;
- reasonable adjustments;
- targeted support;
- SEND Support Plans;
- EHCP provision;
- scaffolding;
- modelling;

- visual supports;
- assistive technology;
- practical resources;
- alternative methods of recording;
- appropriate adult support;
- adapted equipment.

Summer 2026 pupil voice found:

**98%**

of pupils reported that teachers enable everyone to participate in lessons and activities in **every or most lessons**.

This provides strong evidence of a highly inclusive curriculum.

### **Areas being further developed**

The 2026–27 School Improvement Plan identifies continued development of:

- adaptive teaching;
- diagnostic assessment;
- modelling;
- checking misconceptions;
- appropriate scaffolding;
- appropriate challenge.

### **Evaluation**

**Curriculum access:** ● GREEN

**Continued refinement of adaptive teaching:** ● AMBER

The Amber relates to the school's ambition to make already strong inclusive practice consistently excellent, rather than pupils currently being excluded from learning.

## **14. Promoting Independence**

Accessibility should increase pupils' independence rather than unnecessarily increasing reliance upon adults.

The Classroom Environment Policy requires:

- resources to be accessible;
- labels to be clear;
- support materials to be easy to locate;

- vocabulary resources to be readily available;
- learning aids to be accessible;
- assistive technology to be available when required;
- regulation tools to be accessible;
- individual visual supports to promote self-management.

Teachers and support staff should consider:

**"Can this pupil access this independently?"**

before automatically providing adult support.

## Evaluation

 **GREEN**

## 15. Accessible Information

Woodland aims to ensure disabled pupils have access to the same information as other pupils in formats appropriate to their needs.

Depending on individual need, this can include:

- enlarged text;
- alternative fonts;
- reduced visual clutter;
- increased spacing;
- visual instructions;
- Widgit symbols;
- photographs;
- diagrams;
- dual coding;
- visual timetables;
- now-and-next boards;
- communication aids;
- audio information;
- digital information;
- video;
- adult explanation;
- assistive technology.

Information should be adapted according to **identified pupil need rather than through a one-size-fits-all approach.**

## Evaluation

● GREEN

## 16. Digital Accessibility

Woodland's 1:1 iPad provision creates significant opportunities for accessibility.

Depending upon individual needs, pupils can access:

- text-to-speech;
- speech-to-text;
- enlarged text;
- zoom;
- voice recording;
- voice notes;
- digital images;
- visual prompts;
- alternative recording methods;
- multimedia responses;
- accessibility settings;
- digital scaffolds.

This is particularly helpful where barriers arise through:

- handwriting;
- fine-motor difficulty;
- visual needs;
- communication;
- recording;
- working memory;
- literacy.

The school's approach remains based on **appropriate use**, recognising that digital technology should remove barriers where useful without unnecessarily replacing valuable physical, social and practical experiences.

## Evaluation

## **17. Educational Visits, Clubs and Enrichment**

Accessibility extends to the full life of the school.

Woodland aims to enable disabled pupils to participate in:

- educational visits;
- sporting events;
- swimming;
- Forest School;
- Loose Parts Play;
- clubs;
- performances;
- assemblies;
- celebrations;
- competitions;
- pupil leadership;
- community activities.

Reasonable adjustments are considered during planning.

Where appropriate this includes:

- additional adult support;
- accessible transport;
- alternative routes;
- accessible facilities;
- mobility equipment;
- adapted activities;
- individual risk assessment;
- additional preparation;
- visual information.

A pupil should not be excluded from an activity solely because including them requires additional planning.

### **Evaluation**

## 18. Reading, Diversity and Belonging

Woodland's Classroom Environment Policy requires accessible, organised and inviting reading areas.

Reading provision includes texts from a range of:

- cultures;
- genres;
- experiences;
- traditions;
- backgrounds.

Where appropriate, provision includes:

- dual-language texts;
- audio stories;
- picture books;
- visual texts;
- online audio resources;
- accessible reading material.

Classroom environments should positively represent the diversity of the school community and wider society.

Displays include:

- equality and inclusion messages;
- age-appropriate protected characteristics;
- school values;
- British Values;
- wellbeing information.

### Evaluation

 **GREEN**

## 19. Attendance and Disability

Woodland recognises that pupils with disabilities or medical needs may experience additional barriers to attendance.

The school will:

- identify disability-related barriers;
- understand the context of absence;

- make reasonable adjustments where required;
- work collaboratively with families;
- seek external support where appropriate;
- support reintegration after absence;
- monitor attendance carefully.

Attendance remained below national during **2025–26** and remains a school improvement priority.

However, the school's processes are established, including:

- designated attendance leadership;
- weekly monitoring;
- SEND and vulnerable-group analysis;
- monitoring pupils below attendance thresholds;
- parent communication;
- intervention records;
- casework;
- reasonable-adjustment considerations.

## Evaluation

**Attendance processes:** ● GREEN

**Attendance outcomes:** ● AMBER

## 20. Emergency Evacuation and Safety

Emergency arrangements take account of individual accessibility needs.

Where required, this includes:

- individual risk assessments;
- Personal Emergency Evacuation Plans;
- appropriate adult assistance;
- specific arrangements for wheelchair users;
- consideration of sensory sensitivities;
- preparation for alarms;
- communication supports.

Summer 2026 pupil voice included comments about loud fire alarms.

The school recognises that fire alarms must be sufficiently audible to keep pupils safe while also ensuring pupils with sensory sensitivities are:

- appropriately prepared;
- supported;
- provided with reasonable adjustments where practicable.

## Evaluation

 **GREEN**

## 21. Monitoring Classroom Accessibility

The September 2026 Classroom Environment Policy provides a formal monitoring framework.

Monitoring includes consideration of:

- visual timetables;
- working walls;
- vocabulary;
- dual coding;
- resource accessibility;
- regulation provision;
- sensory support;
- calm environments;
- EAL support;
- communication-friendly provision;
- autism-friendly practice;
- diverse representation;
- independence;
- accessible learning supports.

The school's **Inclusive Classroom Audit** enables individual features to be RAG rated and actions identified.

This provides an ongoing evidence base for implementation of this Accessibility Plan.

## Evaluation

 **GREEN**

## 22. Accessibility Audit – September 2026

| Area                         | Evidence                       | RAG                                                                                   |
|------------------------------|--------------------------------|---------------------------------------------------------------------------------------|
| Overall physical environment | Well maintained and accessible |  |

| Area                                | Evidence                                                | RAG |
|-------------------------------------|---------------------------------------------------------|-----|
| Wheelchair accessibility            | Two current wheelchair users access school              | ●   |
| Internal routes                     | Accessible and maintained                               | ●   |
| Classroom circulation               | Policy requires clear routes and appropriate layouts    | ●   |
| Forest School access                | New wheelchair-accessible path completed                | ●   |
| Outdoor mobility                    | Funding secured for all-terrain wheelchair              | ●   |
| Inclusive playground provision      | Loose Parts Play and developing provision               | ●   |
| Climbing opportunities              | Inclusive equipment installation scheduled October 2026 | ●   |
| Classroom accessibility             | Comprehensive Classroom Environment Policy              | ●   |
| Communication-friendly environments | Visual, dual-coded and Widgit support established       | ●   |
| Autism-friendly environments        | Whole-school expectations established                   | ●   |
| Regulation resources                | Available according to need                             | ●   |
| Calm/low-distraction spaces         | Available according to environment and individual need  | ●   |
| Visual environment                  | Hessian backing and reduced clutter expectations        | ●   |
| SEND provision                      | Two specialist SEND Units and mainstream inclusion      | ●   |
| Reasonable adjustments              | Embedded within practice                                | ●   |
| Curriculum participation            | 98% pupil positive response                             | ●   |
| Adaptive teaching consistency       | SIP development priority                                | ●   |
| Assistive technology                | 1:1 iPads and individual technology available           | ●   |
| Accessible information              | Visual and alternative formats established              | ●   |
| Educational visits                  | Reasonable adjustment planning established              | ●   |
| Personal development                | Broad and inclusive offer                               | ●   |
| Emergency arrangements              | Individual planning according to need                   | ●   |
| Attendance processes                | Established                                             | ●   |

| Area                | Evidence               | RAG |
|---------------------|------------------------|-----|
| Attendance outcomes | Below national 2025–26 | ●   |

## 23. Accessibility Action Plan 2026–2029

### Priority 1 – Sustain and Strengthen Curriculum Accessibility

| Action                                             | Current position                                | Lead                 | Timescale | Success measure                                   | RAG |
|----------------------------------------------------|-------------------------------------------------|----------------------|-----------|---------------------------------------------------|-----|
| Maintain high levels of curriculum participation   | 98% report participation every/most lessons     | SLT/SENDCO           | Ongoing   | ≥95% maintained                                   | ●   |
| Implement Classroom Environment Policy             | New comprehensive policy adopted September 2026 | Headteacher/SENDCO   | Ongoing   | Monitoring demonstrates consistent implementation | ●   |
| Continue inclusive classroom audits                | Monitoring framework established                | SLT/SENDCO           | Termly    | Areas for development identified and addressed    | ●   |
| Strengthen adaptive teaching                       | SIP priority                                    | SLT/Curriculum Leads | 2026–27   | Consistently effective adaptations observed       | ●   |
| Strengthen modelling and scaffolding               | Established but being refined                   | Teachers/SLT         | 2026–27   | Strong practice evident across classes            | ●   |
| Maintain visual and communication supports         | Established                                     | Teachers/SENDCO      | Ongoing   | Appropriate support evident                       | ●   |
| Maintain regulation resources                      | Established                                     | SENDCO/Teachers      | Ongoing   | Pupils access resources according to need         | ●   |
| Increase effective use of iPad accessibility tools | Devices established                             | Digital Lead/SENDCO  | 2026–28   | Assistive functions used where beneficial         | ●   |

## Priority 2 – Sustain and Enhance Physical Accessibility

| Action                                                | Current position                             | Lead                         | Timescale    | Success measure                                                   | RAG |
|-------------------------------------------------------|----------------------------------------------|------------------------------|--------------|-------------------------------------------------------------------|-----|
| Maintain wheelchair-accessible environment            | Site currently supports two wheelchair users | Headteacher/Site Lead        | Ongoing      | Accessibility maintained                                          | ●   |
| Keep circulation routes accessible                    | Established practice                         | Site Lead/Staff              | Ongoing      | Routes remain clear                                               | ●   |
| Maintain new Forest School accessible path            | Path completed                               | Site Lead/Forest School Lead | Ongoing      | Path remains safe and usable                                      | ●   |
| Introduce all-terrain wheelchair                      | Funding secured                              | SENDCO/Headteacher           | 2026–27      | Equipment operational and pupils access wider outdoor experiences | ●   |
| Install new climbing equipment                        | Installation planned October 2026            | Headteacher/Site Lead        | October 2026 | SEND Unit pupils access physical challenge opportunities          | ●   |
| Evaluate impact of new climbing provision             | New provision                                | SENDCO/PE Lead               | Spring 2027  | Pupil/staff voice demonstrates increased opportunity              | ●   |
| Ensure future capital projects consider accessibility | Established principle                        | Headteacher/Trust            | Ongoing      | Accessibility evidenced at planning stage                         | ●   |
| Complete annual accessibility walk                    | Existing accessible environment              | Headteacher/SENDCO/Site Lead | Annual       | Any emerging barriers identified promptly                         | ●   |

## Priority 3 – Maintain Sensory and Communication Accessibility

| Action                                            | Lead             | Timescale | Success measure                                      | RAG |
|---------------------------------------------------|------------------|-----------|------------------------------------------------------|-----|
| Maintain calm classroom environments              | Teachers/SLT     | Ongoing   | Environment audits positive                          | ●   |
| Maintain hessian display backing                  | Teachers         | Ongoing   | Consistent implementation                            | ●   |
| Maintain visual timetables                        | Teachers         | Daily     | Evident across school                                | ●   |
| Use Widgeit/visual supports according to need     | Teachers/SEND CO | Ongoing   | Pupils access appropriate supports                   | ●   |
| Maintain access to regulation resources           | Teachers/SEND CO | Ongoing   | Resources independently accessible where appropriate | ●   |
| Provide ear defenders where required              | SEND CO/Teachers | Ongoing   | Sensory needs appropriately supported                | ●   |
| Provide quiet/low-distraction spaces where needed | Teachers/SEND CO | Ongoing   | Identified pupils have appropriate provision         | ●   |
| Continue pupil voice on sensory accessibility     | SLT              | Annual    | Feedback informs provision                           | ●   |

#### Priority 4 – Maintain Accessible Information and Independence

| Action                                         | Lead                 | Timescale   | Success measure                             | RAG |
|------------------------------------------------|----------------------|-------------|---------------------------------------------|-----|
| Maintain dual coding                           | Teachers             | Ongoing     | Evident in learning environments            | ●   |
| Maintain vocabulary support                    | Teachers             | Ongoing     | Vocabulary accessible across subjects       | ●   |
| Use appropriate alternative formats            | Teachers/SEND CO     | As required | Information accessible to identified pupils | ●   |
| Maintain accessible organisation and labelling | Teachers             | Ongoing     | Pupils independently access resources       | ●   |
| Use assistive technology appropriately         | SEND CO/Digital Lead | Ongoing     | Technology removes identified barriers      | ●   |
| Maintain communication-friendly working walls  | Teachers             | Ongoing     | Monitoring confirms effective use           | ●   |

| Action                             | Lead      | Timescale | Success measure                      | RAG                                                                                 |
|------------------------------------|-----------|-----------|--------------------------------------|-------------------------------------------------------------------------------------|
| Promote independent use of support | All staff | Ongoing   | Reduced unnecessary adult dependency |  |

## 24. Three-Year Development Priorities

### 2026–27 – Embed and Evaluate

The principal priorities will be to:

- embed the revised Classroom Environment Policy;
- monitor inclusive classroom expectations;
- install new climbing equipment in October 2026;
- introduce and evaluate use of the all-terrain wheelchair;
- evaluate the impact of the new Forest School path;
- strengthen adaptive teaching;
- continue classroom accessibility monitoring;
- maintain wheelchair accessibility;
- evaluate pupil voice.

### 2027–28 – Refine

The school will:

- respond to accessibility issues identified through pupil and parent voice;
- further develop assistive technology;
- evaluate outdoor accessibility;
- review physical and sensory environments;
- review the impact of climbing and Loose Parts Play provision;
- continue adaptive teaching development;
- complete the annual site accessibility review.

### 2028–29 – Evaluate and Plan Forward

The school will:

- complete a full evaluation of the plan;
- gather pupil, parent and staff feedback;
- review physical accessibility;
- evaluate curriculum participation;

- assess the effectiveness of accessible information;
- identify emerging accessibility priorities;
- prepare the **Accessibility Plan 2029–2032**.

## 25. Success Criteria by 2029

By the end of the plan period, Woodland expects:

### Curriculum

- inclusive curriculum participation to remain a school strength;
- ≥95% of pupils to continue reporting participation in every/most lessons;
- adaptive teaching to be consistently strong;
- reasonable adjustments to remain embedded;
- disabled pupils to participate equitably in wider opportunities.

### Physical environment

- Woodland to remain a **well-maintained wheelchair-accessible school**;
- wheelchair users to access the school environment successfully;
- Forest School accessibility to remain embedded;
- the all-terrain wheelchair to extend outdoor participation;
- inclusive climbing and play opportunities to be established;
- future premises developments to routinely incorporate accessibility.

### Classroom environments

All classrooms should continue to demonstrate:

- communication-friendly practice;
- visual timetables;
- accessible resources;
- dual coding;
- purposeful working walls;
- autism-friendly principles;
- regulation provision;
- sensory support;
- reduced unnecessary visual clutter;
- positive representation of diversity;
- independence.

## Information

- accessible information routinely available according to pupil need;
- assistive technology used effectively;
- communication supports embedded.

## Pupil experience

Woodland aims for:

- ≥95% to feel safe all/most of the time;
- ≥95% to identify a trusted adult;
- ≥85% to feel included/respected all or most of the time;
- high curriculum participation to be sustained;
- disabled pupils to report that they can participate meaningfully in school life.

## 26. Resources and Funding

Woodland recognises that accessibility requires appropriate resourcing.

Improvements may be supported through:

- delegated school funding;
- SEND funding;
- EHCP/top-up funding where applicable;
- Trust funding;
- capital funding;
- grants;
- external funding opportunities.

The school has already demonstrated its commitment to securing additional resources through **successfully obtaining funding for an all-terrain wheelchair.**

Future spending decisions will consider:

1. identified pupil need;
2. safety;
3. impact on access;
4. independence;
5. participation;
6. reasonable practicability;
7. sustainability.

## 27. Monitoring and Evidence

Implementation will be monitored through:

- Classroom Environment Monitoring Checklist;
- Inclusive Classroom Audit;
- SEND monitoring;
- SEND Support Plan reviews;
- EHCP reviews;
- learning walks;
- pupil voice;
- parent voice;
- curriculum monitoring;
- site inspections;
- accessibility walks;
- participation records;
- educational-visit planning;
- attendance monitoring;
- safeguarding;
- behaviour monitoring;
- governor reports.

The Accessibility Plan will therefore remain a **working improvement document**, not simply a statutory publication.

## 28. Responsibilities

### Headteacher

The Headteacher will:

- provide strategic oversight;
- ensure accessibility remains integrated within school improvement;
- consider accessibility when resources and premises developments are planned;
- report to governance.

### SENDCO

The SENDCO will:

- coordinate accessibility provision;

- advise staff;
- identify individual barriers;
- oversee reasonable adjustments;
- monitor SEND classroom environments;
- coordinate pupil and parent voice;
- liaise with external professionals.

## **Teachers**

Teachers will:

- implement the Classroom Environment Policy;
- make appropriate reasonable adjustments;
- maintain high expectations;
- provide accessible resources;
- promote independence;
- use visual, sensory and communication supports appropriately.

## **Support staff**

Support staff will:

- support access without creating unnecessary dependency;
- implement agreed adjustments;
- promote independence;
- communicate emerging barriers.

## **Site/Premises Team**

The site team will:

- maintain the physical environment;
- ensure accessible routes remain safe;
- contribute to accessibility reviews;
- support accessible premises developments.

## **Governors and Trust**

Governance will:

- provide oversight and challenge;
- consider accessibility within strategic planning;
- monitor implementation of this plan.

## 29. Annual Review Record

| Review      | Areas to evaluate                                                                                                 | Evidence                               |
|-------------|-------------------------------------------------------------------------------------------------------------------|----------------------------------------|
| Summer 2027 | Classroom Environment Policy, climbing equipment, all-terrain wheelchair, Forest School access, adaptive teaching | Monitoring, pupil voice, SEND evidence |
| Summer 2028 | Outdoor access, classroom environments, assistive technology, curriculum participation                            | Annual accessibility review            |
| Summer 2029 | Full impact of 2026–29 Plan                                                                                       | Final evaluation and new 2029–32 Plan  |

## 30. Overall Accessibility Evaluation – September 2026

**Overall position:** ● GREEN

Woodland Primary Academy has a **strongly inclusive, well-maintained and accessible environment**.

There is substantial evidence that accessibility is already embedded in the school's culture and day-to-day practice.

**Significant strengths include:**

### ● Physical accessibility

- wheelchair-accessible school environment;
- two current wheelchair users successfully accessing the setting;
- accessible circulation around school;
- well-maintained premises;
- new wheelchair-accessible Forest School path;
- funding secured for an all-terrain wheelchair;
- proactive accessibility consideration in premises development.

### ● Curriculum accessibility

- 98% positive pupil perception of lesson participation;
- two SEND Units;
- SEND Support Plans and EHCP provision;
- reasonable adjustments;
- adaptive resources;

- inclusive educational visits and enrichment.

### ● **Inclusive classroom environments**

The September 2026 Classroom Environment Policy establishes clear expectations regarding:

- autism-friendly classrooms;
- communication-friendly environments;
- dual coding;
- Widgit;
- sensory provision;
- regulation resources;
- calm environments;
- visual timetables;
- accessible working walls;
- accessible resources;
- independence;
- diversity and belonging.

### ● **Outdoor accessibility**

- Forest School accessible path;
- all-terrain wheelchair funding;
- inclusive Loose Parts Play;
- new SEND-accessible climbing opportunities from October 2026.

### ● **Accessible information**

- visual support;
- dual coding;
- communication aids;
- alternative formats;
- assistive technology;
- 1:1 iPads.

## **31. Principal Development Priorities**

The plan's development priorities should be understood as **continuous improvement within an already accessible environment**.

### ● **Adaptive teaching**

Strengthen consistency of modelling, assessment, scaffolding and challenge.

### ● **Implement new outdoor developments**

Complete installation and evaluate the impact of the October 2026 climbing equipment.

### ● **Extend outdoor independence**

Introduce and evaluate the all-terrain wheelchair.

### ● **Maintain environmental standards**

Use the Classroom Environment Policy and annual accessibility review to ensure strong practice is sustained.

### ● **Attendance outcomes**

Continue established processes so that improved attendance systems translate into improved outcomes for SEND, disabled and vulnerable pupils.

## **32. Publication and Review**

This Accessibility Plan will be published on the Woodland Primary Academy website.

It should be read alongside:

- Equality Information and Objectives 2026–2030;
- SEND Information Report 2026–27;
- SEND Policy;
- Classroom Environment Policy;
- Relationship Policy;
- Safeguarding and Child Protection Policy;
- Attendance Policy;
- Curriculum information;
- School Improvement Plan 2026–27.

The plan will be reviewed annually and fully refreshed by Summer 2029.

**Annual review:** Summer 2027

**Full review:** Summer 2029