



Woodland Primary School

Accessibility Plan – Spring 2023 to Spring 2026

ISSUE	ACTION	WHO RESPONSIBLE/RESOURCES NEEDED	TIMESCALE	SUCCESS CRITERIA
Accessibility Plan and Equality statement to be reviewed annually	To be on agenda of Governors meeting.	HT	Annually	Legislation adhered to
Liaise with staff, parents and parents of children with disability and ensure their needs are being met	Communication with relevant parties to identify and address needs. Risk Assessments to be completed where necessary.	HT, SENCO	Ongoing	Staff, children's needs met
Assessing the impact of this policy and practices by seeking the views of disabled staff, children, parents	Impact of accessibility to be considered continually and annually when policy reviewed	HT, SENCO	Ongoing / Annually	School accessible to all
Ensure children with disabilities have access to ICT facilities	Liaise with IT Technician and LA when necessary	HT, SENCO, Class Teacher, IT Technician	Ongoing	Children have facilities to produce written work
Ensure school visits are made accessible for all children irrespective of disability	Ensure accessibility is considered in all stages of planning	HT, Class Teachers	Ongoing	All children able to attend all visits

Make information available to parents in alternative formats when required (braille, large print, interpreter)	Offer alternative formats to parents, School to use services available through the LA.	HT	Ongoing	All parents have access to information
Ensure all disabled children and staff can be evacuated safely	Personal Emergency Evacuation Plans to be in place for all staff and children with difficulties	HT, SENCO	As required	Disabled children and staff are evacuated safely
Continually improve access of the physical environment for all	Accessibility audit of school building and grounds to be carried out and reported to Governors.	HT, SENCO	Annually / ongoing	The building and grounds are as
	Occupational Therapy to be involved when necessary			accessible as possible
Staff to be aware of access requirements for disabled children when accessing the curriculum, including PE lessons and tests	EHCP and support plans to be shared with staff and multi-agency workers. Appropriate tests ordered in-line with legislation	HT, SENCO, Class Teacher	Ongoing	All staff have a full understanding of the child's needs
Classrooms are organised and resourced to promote participation and independence where possible	Continually review the needs of children with disabilities in consultation with appropriate agencies	HT, SENCO, Class Teacher	Ongoing	Classrooms provide optimum access for pupils where possible
Ensure children with medical conditions have access to medication in a safe and controlled environment	Appropriate staff to receive training in administering medicines etc for children with medical conditions	SENCO, Class Teacher, Support staff	Ongoing / reviewed annually	Medications administered safely by trained staff