



Name: ACCESSIBILITY PLAN

Authors: Chris Carter and Gillian Barton

Date: Jan 2024

Review date: Jan 2025

Links with other Policies: Curriculum statement & individual curriculum policies, equalities policy and statement, Development plan, health & safety policy, premises development plan.

Approval: Governor Policy Group 23/1/24

Woodlands Meed Equalities Statement is available on the website:

www.woodlandsmeed.co.uk under policies.

Woodlands Meed's Overall Aims: Building Unique Futures Together

This includes:

- Providing a safe, secure environment
- Recognising the individual needs and strengths of each child
- Planning and facilitating unique, enjoyable opportunities to maximise learning and potential
- Working with parents/carers and outside agencies to achieve the best for each child
- Ensuring opportunities from the wider community are utilised.

ACCESSIBILITY PLAN

Woodlands Meed plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of Woodlands Meed and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a physical disability are equally prepared for life as are those without. This covers teaching and learning and the wider curriculum of the school such as participation in leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum. We will work with other agencies including seeking funding streams to ensure the best possible access to necessary equipment and facilities.

- Improve the delivery of information to pupils, staff, parents and visitors with disabilities. Examples might include hand outs, timetables, textbooks and information about the school and school events including the website. The information should be made available in various preferred formats within a reasonable time frame.
- Acknowledge the sensory needs of our pupils, and the sensory demands of a busy school environment, reducing demands and accommodating these needs wherever possible.

Attached are Action Plans: relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum Statement and individual curriculum policies
- Equalities policy and statement
- Woodlands Meed Development Plan
- Health and Safety Policy
- Premises Development plan

Accessibility Plan – January 2024

Construction continues on the new College Site building, with up to date, relevant facilities to meet the needs of all learners. Our present College Site continues to provide adequate facilities for the time being, though these are not sufficient to meet needs for long, nor if we face any increase in numbers of pupils with complex physical needs. Temporary hygiene and changing facilities have been installed to ensure pupils' needs are met in the interim.

Physical Environment	Development of College Site	Work nears completion on our new, purpose-designed and built College Site provision for our KS4 and KS5 learners. The new build will bring parity to the provision in our school and college sites, and ensure good quality SEN practice and provision for all our learners, particularly those with physical and mobility difficulties.
	Purchase of individual equipment	Allowing better access to curriculum plus increased health benefits
	New sensory room at school	Installed in the autumn term – staff training rolled out to ensure pupils are accessing and gaining benefits from this facility.
	Outdoor trampoline - school	Enhancement of pupils' physical and sensory experience, providing valuable regulation opportunities and increased readiness to learn

Access to Curriculum	Wellbeing and therapeutic support	We have acquired further funding to provide ongoing therapeutic intervention for selected pupils to support their mental health and wellbeing, and maintain their engagement in school. Play therapy, music therapy, art therapy and talking therapy are all provided on site, and these programmes will roll out across the year.
	Individual physical supports / equipment	We are currently purchasing a number of new items for individual pupils to support their safe and effective access to the curriculum. These include walkers, standers and chairs that allow them positional change, movement around our setting and strengthening work to improve independence and function. We are also purchasing smaller items to support pupil independence in personal care, feeding, etc.
	9 sports wheelchairs	To increase access to the sports / movement curriculum for pupils with physical / mobility difficulties
	Reading pens	Identified pupils are able to use reading pen technology to assist them to access the curriculum and foster independence