



<b>Name:</b>	<b>ACCESSIBILITY PLAN</b>
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<b>Links with Policies:</b>	Curriculum statement & individual curriculum policies, equalities policy and statement, Development plan, health & safety policy, premises development plan.
<b>Approval:</b>	25/2/26
<b>Review:</b>	3 yearly

**Woodlands Meed Equalities Statement is available on the website:**  
[www.woodlandsmeed.co.uk](http://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 handouts, 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 Mead Development Plan
- Health and Safety Policy
- Premises Development plan

### **Accessibility Plan – January 2026**

Construction is now concluded on the new College Site building, and outdoor sports facilities and car parking are completed. We now enjoy up to date, relevant facilities to meet the needs of all learners, including those with physical and mobility needs. For the first time since inception, there are no planned works to develop WM at one site or the other routine beyond resourcing and maintenance.

Physical Environment	Exploration of forest schools space	School site forest school area is prone to flooding / becoming so muddy it is not accessible. The area is being considered to see if any changes can be made to improve this, but no specific works are planned.
	Purchase of individual equipment	Individual mobility and access supports are purchased ad hoc, as recommended by therapists and locality leads, to allow pupils greater access to the curriculum, or more freedom and independence around site, or when undertaking their programmes. The introduction of the Millbrook Central Storage system has reduced costs for SEN schools, with an exchange system to reduce purchasing serviceable equipment that can be sourced from other settings.

Access to Curriculum	Grid	Grid Player has been introduced as a new communication support for use with our most complex learners. Staff have received training and development time to implement use in their classrooms, and whilst uptake varies, there is already evidence of very good practice in teaching, and positive impact on pupil communication and engagement.
	Lumio	Our Lumio project launched last year, and staff have received training and development time to embed the use of Lumio in their regular lesson rotations. One year in, this is showing some uptake from pupils in terms of interest and engagement in learning, and teaching observation cycles appear to show developing use of the resources in day-to-day lessons.
	AI Reading Tools	Reading resources in school will be levelled using Lexile, which integrates with our subject skills builders. The aim is for pupils to access appropriate books and reading materials with more independence. Staff are being supported to assess reading using AI tools which will help identify gaps in learning and focus support in a targeted way.