Woods Loke Primary School Accessibility Action Plan 2026 - 2027

Improving Participation in the Curriculum					
Priority	Lead	Strategy / Action	Resources	Timescale	Success Criteria
Effective communication and engagement with parents	SLT/ SENCO/ Teachers	Termly meetings with parents/carers – Termly consultations Termly Support plan meetings with SENCo Stay and Learn sessions. Communication books. Emails, phone calls. Appointments and drop ins.	Time allocated	In place and ongoing	Parents/carers fully informed about progress engage with their child's learning
Training for staff on increasing access to the curriculum for all pupils	SLT / Senco/ School nurse SES VI HI	Epipen training Intimate care and trained staff Training from SES supports behaviour and sensory support team Access to courses, CPD Outreach support SEN Online resources for CPD shared with staff Ongoing guidance from specialists e.g. hearing impairment, CAYPMHS, SALT physiotherapists, OT, safer handling advisors, continence nurse and any other specialist required to support additional needs.	Training time TA time allocated	In place and ongoing: Training Regular visits from outside professionals	Increased access to the curriculum Needs of all learners met on advice from outside agencies. Maintain records.
Effective use of resources to increase access to the curriculum for all pupils	Senco/ SLT Outside agency support.	Strategic deployment of support staff/inclusion teacher Use of ICT, use of equipment and spaces within our mainstream setting.	Specific apps to support learning. Specific equipment and spaces such as seated position or quieter space to regulate.	In place and ongoing	Positive impact on pupil progress Barriers to learning are reduced by use of apps, equipment or spaces
Adaptations to the curriculum to meet the needs of individual learners	Senco/ Teachers/ SLT	Pastoral support, timetable adaptations Individual physiotherapy/OT programs Speech and language therapy programs. Use of access arrangements for assessment/National tests	Speech Therapist as detailed for individual needs. Occupational therapy/Sensory team/Physio as required	In place and ongoing	Needs of all learners met enabling positive outcomes
Appropriate use of specialised equipment to benefit individual pupils and staff	Senco with class teacher	iPads available to support children with difficulty recording, Sloping boards for pupils with fatigue problems or physical disability. Coloured overlays for pupils with visual difficulty (Reading Rulers). Specially shaped pencils and pens for pupils with grip difficulty. Use of wobble cushions. Use of weighted blanket, chew toys, fiddle toys, and other resources as required/	Specialist equipment as listed or in recommended reports.	In place &/or to be ordered as required	Increased access to the Curriculum Needs of all learners met as reports and outside agencies recommend.

		recommended. Take into account where the child will sit to see/ hear appropriately in class. Hearing loop to support hearing impairment.			
Appropriate adaptations to suit the needs of pupils with mental health or sensory needs	Senco/ Pastoral staff	Provide a nurture lunch time or regulation facility to enable pupils to access a quieter nurturing environment in which to eat lunch / access support from pastoral team.	Cost of nurture resources, ongoing training, Sensory room and spaces.	In place	Children with mental health or sensory needs can access the nurture provision and gain support in a quieter less busy environment from trained staff to support their specific needs.
Appropriate resources for children with communication and interaction needs	SENDCO SALT team	Recommendations from SES professionals and the SALT team such as core boards, SCARK boards. Attention autism, intensive interaction.	Training for staff and children in use of these resources. Staff to attend sessions then continue interventions in-between sessions.	In place and developing as needed.	Children who struggle to communicate can express their needs.
Improve educational experiences for visually impaired pupils	Senco/ VI team	Consult sensory support team Use of magnifiers/Braille keyboard/enlarged reading materials, etc. as required based on identified needs. Habitation audit to ensure spaces are visible and any obstacles are reduced within our mainstream setting (eg yellow markings on the edges of doors)	Cost of equipment	In place when required - regular visits from sensory support team	Teaching aids, white boards etc, more easily seen and learning experiences of pupils enhanced. Environment more visibly suitable.
Improve educational experiences for hearing impaired pupils	Senco/ Nurse	Daily maintenance and use of radio aids when required. Consider hearing loop/sound field systems if recommended Consult Hearing Impairment team when required	Installation of equipment	In place when required - regular visits from sensory support team	Staff know how to operate/maintain hearing technology and learning experiences of pupils enhanced.
All out of school activities and after school clubs are planned to ensure reasonable adjustments are made	SLT/Senco /Staff leading clubs	Risk assessments will be undertaken where appropriate Providers will comply with all legal requirements.	Any specialist equipment needed to allow a child to access a club. Communication with parents and carers to identify needs. Links with	Ongoing	Increased access to the extra-curricular activities for all pupils with SEND

to enable the participation of the whole range of pupils			outside agencies where needed.		
2. Improving Physical Environment					
Priority	Lead	Strategy / Action	Resources	Time	Success Criteria
Provision of wheelchair accessible toilets	HT/ Caretaker/	Maintain wheelchair accessible toilets with clinical waste bins. Ensure access to all departments.	Maintenance costs	In place and ongoing	Physical accessibility of school increased
Access into school and reception to be fully compliant	HT	Designated disabled parking Wide doors and corridors	In place	In place	Physical accessibility of school increased
Improvements to help the visually impaired	HT	External steps highlighted in yellow/non-slip paint – some may need repainting where they have faded. Edges of doors coloured yellow. Visual aids in class such as overlays where identified in outside agency reports.	Cost of materials.	Ongoing maintenance	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained.
Improvements to help the hearing impaired	HT	Install hearing loop/sound field when necessary. Alarm linked to adults in charge.	Cost of equipment/ installation	In place	Learning experiences of pupils with hearing difficulties enhanced
Improve signage to indicate access routes around school	HT	Signs indicate disabled parking bay and wheelchair friendly routes around school. Access to disabled car parking spaces.	Cost of signs	In place	Disabled people aware of wheelchair access
Maintain safe access around exterior of school	HT health and safety govs	Ensure that pathways are kept clear of vegetation and free from potholes. Ensure adequate lighting in the car park and for access to the building. Ensure access to the field.	Cost included in ground's maintenance contract	Ongoing	People with disabilities can move unhindered along exterior pathways. People with visual impairment can move safely to and from the school grounds.
Maintain safe access around the interior of the school	HT health and safety govs	Awareness of flooring, furniture and layout in planning for disabled pupils	Cost of any adjustments that need to be made	Cost of any adjustments to be made	People with disabilities can move safely around the school
3 Improve the Delivery of Written Information					
Priority	Lead	Strategy / Action	Resources	Time	Success Criteria
Availability of written material in alternative formats	Office/ SLT/ Senco	Improve availability of information for parents – display appropriate leaflets for parents to collect Provided translated documents where appropriate	Contact details and cost of translation / adaptation	In place & ongoing	Information to disabled pupils/parents as appropriate. Written

					information available in alternative formats
Ensure documents are accessible for pupils with visual impairment	Class teachers/ Senco	Seek and act on advice from sensory support advisor on individual pupil requirements Use of magnifier where appropriate Ensure large, clear font used in documentation	Loan/purchase costs of magnifier or other specialist equipment	In place & ongoing	Pupils able to access school documentation