



Woodkirk  
Academy  
& Sixth Form

# ACCESSIBILITY PLAN



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## 1. INTRODUCTION

- 1.1. Woodkirk Academy is committed to providing premises which are suitable and sufficient for all educational purposes, and which give access to a broad and balanced curriculum for all children and young people, irrespective of special need or disability.
- 1.2. This Accessibility Plan considers provision for disabled pupils as stated in the Equality Act (2010) and the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014). This Plan operates alongside our SEND Policy and is consistent with it in terms of principles and approaches to resourcing.

## 2. DEFINITION OF DISABILITY

- 2.1. The Equality Act (2010) states that a person has a disability **‘if they have a physical or mental impairment that has a substantial and long-term negative effect on their ability to carry out normal day to day activities.’**
- 2.2. Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on the everyday lives of children and young people.

## 3. KEY OBJECTIVE

- 3.1. To reduce and eliminate barriers to allow access to the curriculum and to enable full participation in the school community for students, prospective students and our adult users with a disability.
- 3.2. The key objective of this is to ensure that **disabled pupils can access education on an equal basis with their peers.**
- 3.3. There are **three statutory aims:**

### 3.3.1. Increase access to the curriculum

Woodkirk Academy must plan to *remove barriers to learning* so disabled pupils can fully participate and achieve. This may include adaptations to teaching, learning materials, assessments, and staff training.

### 3.3.2. Improve the physical environment

Woodkirk Academy must identify and address barriers in the *buildings and grounds* so disabled pupils can navigate and use the site safely and independently—for example, ramps, lifts, accessible toilets, appropriate classroom layouts, and signage.

### 3.3.3. Improve access to information

Woodkirk Academy must ensure that information is provided in formats accessible to disabled pupils—for example, large print, audio, simplified language, or digital accessibility adjustments.

## 4. PRINCIPLES

- 4.1. Woodkirk Academy recognises its duty under the Equality Act 2010.
- 4.2. The Equality Act has simplified and strengthened the discrimination laws which protect people from unfair treatment. It is unlawful for an Academy or other education provider to treat a disabled child or young person unfavourably. We commit to taking all reasonable steps to avoid putting disabled children and young people at a substantial disadvantage (the 'reasonable adjustment' duty).

## 5. TEACHING AND LEARNING SUPPORT

- 5.1. As set out in the SEND Policy, Woodkirk Academy have:
  - 5.1.1. SEND teams who are equipped to deal with a range of learning difficulties experienced by children and young people. These children and young people can, with support and a range of strategies, access our curriculum.
  - 5.1.2. SEND teams who are equipped to deal with a range of disabilities experienced by children and young people. These children and young people can, with support and a range of strategies, access our curriculum.
- 5.2. Woodkirk Academy has procedures for dealing with accessibility in advance of a child or young person's arrival or, in the case of the emergence of a disability during a child or young person's time at the Academy, as soon as is reasonably possible, by considering and making available:
  - 5.2.1. appropriately modified resources and materials;
  - 5.2.2. appropriately modified teaching approaches;
  - 5.2.3. the use of ICT aids where appropriate; and
  - 5.2.4. personalised provision and support.

## 6. THE PLAN

- 6.1. This plan sets out the proposals of the Academy's Local Committee to increase access to education for disabled students in the three areas required by the Equality Act:
  - 6.1.1. increasing the extent to which disabled students can participate in the curriculum;

- 6.1.2. improving the school environment to increase the extent to which disabled students can take advantage of education and associated services; and
  - 6.1.3. improving the delivery to disabled students of information which is provided in writing for students who are not disabled.
- 6.2. Our Accessibility Plan will be resourced, implemented, reviewed and revised as necessary. Appendix 1 – *Accessibility Action Plan* - shows how we will address the priorities identified in the plan.

**6.3. Purpose and direction of the Academy’s plan: vision and values**

- 6.3.1. The Academy is a fully inclusive school. We encourage all students to do well and reach their full potential. All staff and visitors are included in our inclusive ethos.
- 6.3.2. We recognise and value parents’ knowledge of their child’s disability and its effect on his/her ability to carry out normal activities and respect the parents’ and child’s right to confidentiality. The school is committed to ensuring equality of education and opportunity for all disabled students, staff and those receiving our services. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and can participate fully in school life. Our Admissions Policy does not discriminate against disabled students.
- 6.3.3. We provide all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individuals and their preferred learning styles; and endorses the key principles in the National Curriculum 2014 framework, which underpins the development of a more inclusive curriculum:
  - 6.3.3.1. setting suitable learning challenges;
  - 6.3.3.2. responding to students’ diverse learning needs; and
  - 6.3.3.3. overcoming potential barriers to learning and assessment for individual and groups of students.
- 6.3.4. We have set the following priorities for the development of the vision and values that inform the plan:
  - 6.3.4.1. continue to provide a student buddy as required for disabled students;
  - 6.3.4.2. continue to work on issues such as awareness raising in school;
  - 6.3.4.3. provide classroom support via Teaching Assistants as appropriate; and
  - 6.3.4.4. write and follow an individual risk assessment as appropriate for students with permanent and temporary disabilities.

#### 6.4. Information from student data and audit

- 6.4.1.1. We have undertaken an audit of all students to identify disability and how the identified needs can be met and will continue to do so for new individual students who arrive at the school and for future intakes.
- 6.4.1.2. There are currently over twenty students on EHC plans. The SENDCo is informed at the earliest opportunity in the transfer process of students who will be moving into the school with an additional need allowing us to plan accordingly before a student's start date.
- 6.4.1.3. The SENDCo provides information annually for all teaching and support staff about all students identified with SEN. Reviews take place throughout the school year and the SENDCo updates staff by email and via the Arbor MIS.
- 6.4.1.4. A comprehensive database on SharePoint and Arbor provides detailed information on all relevant students.
- 6.4.1.5. The First Aider provides information for staff about students with identified medical needs, via the school e mail and Arbor MIS. They are also involved in the process of preparing individual medical plans and student risk assessments as required, and for organising annual epi-pen and buccal midazolam training for staff willing to be trained. The First Aider contacts individual staff annually, asking them to provide details of students with serious medical needs.
- 6.4.1.6. We do not limit access to any aspect of the school curriculum to any student except:
  - a. some Physical Education activities where participation may be difficult/inappropriate;
  - b. students with nut allergies may be limited to restricted practical work in food technology and science; and
  - c. limited access to PCs in ICT lessons for students with epilepsy.
- 6.4.1.7. The First Aider is responsible for the care and administration of medication and there are individual arrangements made with students as required.
- 6.4.1.8. We liaise and provide work for the relevant hospital where students are absent for long periods or receiving invasive treatment such as chemotherapy. Further to this we have EdClass seats and where appropriate refer to Medical Needs Teaching Service.
- 6.4.1.9. Students have extra numeracy and literacy lessons at Key Stage 3 to enable them to progress and access the curriculum more successfully. Where needed, support is given to individual students during exam periods when dispensations from the examination boards have been requested.
- 6.4.1.10. All students are encouraged to take part in extra-curricular activities and join in school trips.
- 6.4.1.11. Staff are trained in the administration of buccal midazolam so that two members of staff can accompany epileptic students on trips.
- 6.4.1.12. For residential trips an adult is always included in the staffing to be responsible for the medical requirements of the trip.
- 6.4.1.13. The following priorities have been set for the development of information and data to support the school's Accessibility Plan:

- a) school's policies and procedures relating to anti-bullying, school trips, teaching and learning;
- b) curriculum;
- c) analysis of outcome data – end of Key Stage;
- d) achievements in extra-curricular;
- e) research relevant children in future intake;
- f) complete information on significant disability register; and
- g) highlight in exclusion record students with disabilities.

## **6.5. Views of those consulted during the development of the plan**

- 6.5.1. A group of students (Student Leadership representatives) have been consulted and contributed to the preparation of the school's Disability Equality Scheme and the Accessibility Plan.
- 6.5.2. The Accessibility Plan is reviewed by the Equality & Diversity Champions working party group, the SENDCo and Director of Inclusion.
- 6.5.3. The views of all those consulted have been taken into account and form part of the Action Plan.
- 6.5.4. The following priorities have been set in respect of consultation on the plan:
  - 6.5.4.1. to improve building accessibility as modernisation takes place;
  - 6.5.4.2. to undertake further consultation with parents of disabled students; and
  - 6.5.4.3. to undertake further consultation with staff who have a recognised disability.

## **6.6. Increasing the extent to which disabled students can participate in the school curriculum**

- 6.6.1. The National Curriculum states that an inclusive curriculum must:
  - 6.6.1.1. set suitable learning challenges;
  - 6.6.1.2. respond to students' diverse learning needs; and
  - 6.6.1.3. overcome potential barriers to learning and assessment for individuals and groups of students.
- 6.6.2. The Academy conforms with this requirement. No students are denied access to any part of the school curriculum due to disability other than outlined in section 6.4. We have an excellent reputation locally for meeting the needs of all students, including those with disabilities. Staff receive training in making the curriculum accessible to all students and are aware of its importance.

6.6.3. In addition, all students are encouraged to participate fully in all aspects of school life beyond the formal curriculum including:

- 6.6.3.1. recreation time;
- 6.6.3.2. special events – sports days, Awards Evening;
- 6.6.3.3. extracurricular activities – after school clubs and breakfast clubs; and
- 6.6.3.4. school trips.

6.6.4. We have set out the following overall priorities for increasing curriculum access:

- 6.6.4.1. to ensure that all aspects of curriculum reviews pay due regard to current legislation;
- 6.6.4.2. continue education for staff on inclusion matters;
- 6.6.4.3. brief staff on legal requirements of the Equality Act (2010);
  - a) continue to monitor the participation in school life of disabled students, to include:
    - b) levels of attainment;
    - c) patterns of attendance and exclusion;
    - d) participation of students in extra-curricular activities;
    - e) site access; and
    - f) off-site activities;
- 6.6.4.4. continue to develop working practices with the educational psychologist – speech and language, partially sighted and school nurse;
- 6.6.4.5. analyse deployment of learning support; and
- 6.6.4.6. investigate staff training to meet specific needs in teaching and learning.

**6.7. Improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services**

6.7.1. Woodkirk Academy is fully inclusive, and we are working to improve the physical environment for all students, staff, visitors and premises users. We will take account of the needs of students and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment, colour schemes and more accessible facilities and fittings.

6.7.2. The office development at the front of the Academy incorporates a ramped access with a separate visitor seated waiting area. The medical room offers facilities for all. There is an additional handrail on the steps that lead from reception entrance towards the main part of school and B Block.

6.7.3. Disabled students, staff and visitors are at the forefront of any plans for school alterations. We recognise the need for disabled toilets within the school. Currently, the school has one disabled toilet in the Sixth Form block.

6.7.4. The SENDCo has the capacity to purchase specialist equipment which can be loaned to staff and students to assist with teaching and learning.

6.7.5. Any planning/refurbishing of school buildings and site will consider Equality Act (2010) legislation for all future planning/refurbishing of school buildings and site.

**6.8. Improving the delivery to disabled students of information that is provided in writing for students who are not disabled**

6.8.1. All information can be produced in large print where appropriate – handouts, timetables, worksheets, notices, examination papers etc.

6.8.2. Work is differentiated in curriculum subject areas and this includes the use of simplified language, symbols and pictures to make it easier for students with literacy difficulties.

6.8.3. Colour coded school maps can be given to students finding difficulty with a black/white version.

6.8.4. Where necessary, Woodkirk Academy will contact and liaise with external professionals to aid our students in accessing all relevant information and the full curriculum.

**6.9. Making it happen**

This Plan will contribute to the review and revision of related school policies, for example:

6.9.1. School Development Plan;

6.9.2. SEF;

6.9.3. SEND Policy;

6.9.4. Equal Opportunities policy; and

6.9.5. Curriculum and other relevant school policies.

## ACCESSIBILITY ACTION PLAN

### 1. Vision and Commitment

Our school is committed to ensuring that all students, regardless of physical, sensory, cognitive, or emotional needs, can access the full curriculum, the physical environment, and all information provided by the school. We aim to remove barriers proactively and create an inclusive culture where every learner thrives.

### 2. Legal Framework

This plan is written in accordance with the:

- Equality Act 2010 (duty to make reasonable adjustments).
- SEND Code of Practice (2015).
- School's SEND and Inclusion Policies.

### 3. Objectives (2026–2029)

Over three years, the school will focus on improving accessibility in three key areas:

1. Increasing Access to the Curriculum.
2. Improving the Physical Environment.
3. Improving Access to Information.

### 4. Current Position and Needs Assessment

The school uses the following to identify accessibility priorities:

- SEND data and student profiles.
- Parent surveys and student voice.
- Annual accessibility audits.
- Behaviour and attendance data.
- Staff feedback on training needs.
- External agency reports.

### 5. Action Plan

The action plan outlines steps to improve curriculum access, the physical environment, and access to information.

#### Curriculum Access

Priority	Actions	Timescale	Success Criteria	Lead
Improve inclusive classroom practice	Training in differentiation, scaffolding, and adaptive teaching	Year 1–3	Lesson observations show improved inclusion	VP Teaching & Learning / SENDCo/Wider SLT/Heads of dept/faculty
Broaden use of assistive technologies	Provide devices, licences, staff training	Year 1–2	Students with identified needs using technology confidently	SENDCo / IT Manager/ AP Digital Technologies

Targeted support pathways	Review academic/alternative curriculum pathways	Year 2	Improved progress and engagement for SEND/PP/Disadvantaged cohorts	SLT/SENDCo/Director of Inclusion
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### Physical Access

Priority	Actions	Timescale	Success Criteria	Lead
Improve accessibility for mobility needs	Audit site; install ramps, widen doorways where needed	Year 1–3	Students can move independently around site	Business Site Manager
Improve sensory environment	Create quiet rooms; fit acoustic panels and adjustable lighting	Year 1–2	Reduced sensory overload referrals	SENDCo / Site Manager
Improve signage	Install clear visual/auditory signage; colour-contrast improvements	Year 2	Students and visitors navigate easily	Site Manager/SLT

### Access to Information

Priority	Actions	Timescale	Success Criteria	Lead
Accessible communication	Provide formats on request (large print, EAL-friendly versions) Effective use of QR codes to access information.	Year 1	Positive parent feedback	Office Manager
Website accessibility	Audit and update to meet WCAG 2.1 AA	Year 1	Website passes compliance check	IT Lead PA Principal
Improve plain language	Staff guidance and training	Year 2–3	Communication clearer and more consistent	SLT

## 6. Monitoring and Evaluation

The plan will be reviewed annually by the SENDCo, Assistant Principal for Personal Development, and Governing Body. Findings will inform the SEND Information Report and September accessibility audits.

## 7. Roles and Responsibilities

Key roles include:

- Local Committee: Oversight.
- Principal: Ensures implementation.

- SENDCo: Leads SEND provision.
- Site Manager: Physical adjustments.
- IT Manager: Digital accessibility.
- All Staff: Inclusive practice.

#### **8. Budget and Resource Planning**

Accessibility improvements will be funded through capital budget, SEND notional budget, EHCP top-up funding, local authority support, and technology grants.

#### **9. Communication of the Plan**

The plan will be available on the school website, shared during staff induction, and provided in accessible formats upon request.