



SCHOOL POLICY

Accessibility Plan

Effective Date: 10th June 2025

Last modified: Jan 2016

Document no:

Replaces Version: Jan 2016

Approved:
Finance & Premises
Committee – 10th June
2025

Woodford County High School Accessibility Plan

Review Date: May 2025

Next Review: May 2026

At Woodford County High School (WCHS), our core mission is to ensure all students—regardless of physical, sensory, cognitive, social, emotional, or mental health needs—have full access to education, enrichment, and school life.

We are committed to:

- Removing barriers to learning and participation.
- Promoting equality and inclusion across all aspects of school life.
- Encouraging personal growth, academic achievement, and lifelong learning.

The main building of Woodford County High School is a Grade II listed Manor House (Georgian) and visitors should note that the classrooms and other facilities are situated on multiple floors and levels. There is no lift in the main building. This means that people with mobility difficulties may not be able access either the main reception area or levels other than the ground floor.

The school has implemented the actions from the previous plan. It now has a Student Guidance Assistant (SGA) and Emotional Literacy Support Assistants (ELSAs) in place.



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Accessibility Objectives

WCHS aims to:

- Ensure students with disabilities are not treated less favourably.
- Make reasonable adjustments to curriculum, facilities, and learning resources.
- Provide full access to school buildings, information, and activities.

Legal Framework

This plan aligns with the **Equality Act 2010**, replacing the Disability Discrimination Act (1995). WCHS is committed to:

- Avoiding discrimination in admissions, education, and activities.
- Taking positive steps to remove disadvantage and provide access.
- Involving disabled people in decision-making processes.

Access to the Physical Environment

- All new buildings and refurbishments comply with current DDA guidelines.
- Ramps, lifts, handrails, and accessible toilets are available.
- Wayfinding and signage are regularly reviewed to support visual impairments.
- Classrooms may be relocated for accessibility needs as necessary.
- Quiet zones and sensory-friendly spaces are available for neurodivergent students.



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Access to Curriculum and Teaching

- Differentiated lessons cater to varying needs and learning styles.
- All staff receive training on inclusion and differentiated instruction.
- EHCPs and SEN support plans guide individual adaptations.
- Use of assistive technologies such as Chromebooks, screen readers, and speech-to-text tools.
- Exam accommodations (e.g., extra time, readers, scribes) are provided subject to individual needs as per their EHCP or SEN Support plan.

Student Voice and Inclusion

- We have a inclusive student council and forums.
- Pupil progress and wellbeing are monitored to evaluate accessibility efforts.

Admissions and Transitions

- Pre-admission assessments identify needs early.
- Transition plans are personalised for new students with additional needs.
- Collaboration with feeder schools, external agencies, and families ensures continuity of support.

Health, Safety & Emergency Planning

- Personal Emergency Evacuation Plans (PEEPs) are created for students/staff with mobility or health needs.
- First aid and medical information is securely stored and accessible to relevant staff.
- Staff are trained in supporting pupils with medical conditions (e.g., asthma, epilepsy, diabetes).

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Engagement with Families and External Professionals

- Annual reviews and regular meetings with parents/carers to review needs.
- Collaborate with SEND services, therapists, and health professionals.
- Information is available in alternative formats on request.

Staff Development and Training

- CPD includes disability awareness, inclusive teaching strategies, and safeguarding.
- Targeted training is provided for staff working directly with students with specific needs.

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Accessibility Action Plan 2025

Objective	How its achieved	By Whom	By When	Outcome
To provide bespoke support to pupils with additional needs and increase staff awareness of pupils with additional needs	Engagement with specialist agencies To provide access to mentoring and learning support, as necessary via the Student Guidance Assistant (SGAs)	SLT, SENDCo and SGA	Ongoing	Better Pupil engagement and outcome
Improve communication	Provide formats in Braille/large print/audio when required.	Office Manager	As Needed	Inclusive communication established.
Review physical access	Conduct annual audit of facilities.	Site Manager & SENCO	Annual	Barriers to access identified and addressed.
Pupil involvement	Encourage more pupils with additional needs to be part of the student Council	Oct 2025	Termly	Student voice reflected in improvements.
To support the emotional literacy of students	To work with the staff Well-being Committee to	Designated Mental Health Lead HT & DHT	Ongoing	More inclusivity within the community

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To promote staff-well being	monitor workload and address well-being issues To sign post colleagues to sources of support (talking therapies etc.)	Well-being Group / SGO/Employee assistance programme		
Monitor and evaluate	Collect and analyse disability access data.	SLT	Termly	Evidence-led planning and inclusion.

Review and Evaluation

The Accessibility Plan will be reviewed annually by the **SLT and Governors**. Amendments will be made based on:

- Student/parent feedback.
- Changes in student profile.
- Emerging needs and innovations in inclusive education.