

Accessibility plan 2025-2027

Statement of Intent

This plan outlines how Woodcroft School aims to increase access to education for pupils with disabilities in the three areas required by the Equality Act 2010:

- The curriculum
- The physical environment
- Information

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities, and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe and in ways which are determined after taking into account pupils' disabilities and the views of parents, carers, and pupils. Adequate resources will be allocated to support the implementation of this strategy.

Accessibility and existing good practice at Woodcroft School

At Woodcroft School, we are committed to providing an accessible and inclusive learning environment for all our pupils, the majority of whom have autism and associated communication and learning needs.

Our approach

- **Collaborative planning:** Teachers, therapists, and support staff work together to identify and address potential barriers before they impact learning. Plans are regularly reviewed and adapted to meet evolving needs, including through SCERTS learning conversations and EHCP reviews.
- **Inclusive communication:** We provide a 'Total communication environment'. We use a wide range of communication methods including outdoor communication boards, Makaton, PECS, Talk Pads, social stories, and visual timetables – to ensure all pupils can understand and be understood.
- **Personalised learning spaces:** Classrooms and calm spaces are designed to meet sensory and learning needs, fostering regulation, independence, and success. Predictable routines and visual supports provide security and structure.
- **Accessible specialist resources:** Our provision includes, Sensory Integration support, therapy dog support, adapted outdoor learning spaces, music and art therapy and enrichment community activities including horse riding, horse therapy and trampolining; alongside therapeutic interventions (OT, Speech & Language, Physiotherapy, SCERTS).
- **Physical accessibility:** Specialist furniture and sensory equipment are in place to promote access.
- **Customised curriculum:** Our curriculum follows the EQUALS informal, semi-formal, and formal pathways, underpinned by SCERTS and EHCP targets. Learning is highly personalised, removing barriers and building independence.
- **Strong partnerships:** We work closely with families, therapists, and local agencies to improve access and outcomes for pupils. Parent partnerships are central to ensuring consistent support.

Core values

- Every learning experience is designed to be accessible and meaningful for each pupil.
- Individual needs and strengths drive all aspects of our teaching, curriculum, and support.
- We are committed to removing barriers and promoting independence for all pupils.

1) Physical environment adjustments

- Provide low-arousal learning spaces to reduce sensory overload.
- Ensure visual supports (timetables, signage, cues) are used consistently.
- Create calm spaces and sensory-friendly outdoor areas.

2) Curriculum accessibility

- Planned teaching strategies include structured, clear, and predictable routines.
- Provide alternative communication methods (Talk Pads, Makaton) communication core boards.
- Ensure individualised medium term learning plans reflect each pupil's sensory and processing needs.

3) Staff training and development

- Deliver ongoing CPD on autism-specific and communication teaching approaches.
- Train staff in de-escalation and self-regulation techniques. (Team Teach)
- Implement peer mentoring to share best practices across the school.

4) Social and emotional support

- Foster structured social interaction opportunities through small-group learning.
- Implement self-regulation programs such as Zones of Regulation, Autism level up.
- Provide Emotional literacy support through staff team, pupils preferred persons relationships.

5) Communication and engagement with families

- Maintain regular home-school communication through 'open door policy', weekly newsletter, workshops, parent/carer meet and greet sessions, home-school communication books.
- Offer parent workshops on strategies to support learning, communication and regulation at home.
- School nurse.
- Therapists.
- Ensure parents have access to early help external agencies.

6) Monitoring and review

- Conduct accessibility audits termly to assess environmental and curriculum and sensory adjustments.
- Gather pupil voice feedback to ensure strategies meet their needs.
- Review EHCP targets regularly to track progress and update support.

This plan ensures that Woodcroft School maintains a fully inclusive environment tailored to the unique needs of pupils with autism while aligning with Independent School Standards (ISS).