



# Accessibility Plan

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Shaw  
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At Woodhey High School our vision is:

To be a centre of excellence, where students, staff and the community are proud to work together to broaden our horizons, exceed our aspirations and where everyone achieves their full potential.

## **#TeamWoodhey**

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*At Woodhey High School, we have two key values that drive our actions, our choices, and our decisions.*

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These are:

### **Respect**

We treat everyone as we wish to be treated ourselves; we are all part of the same team.

### **Excellence**

We strive to be the best we can be at all times; nothing but the best is good enough for us.

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*Underpinning our values are two clear expectations.*

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These are:

Respect every member of staff and student in our community, following all instructions without answering back.

Being excellent by being prepared for, and completing all work to the best of our ability without distracting others.

We are a team made up of our staff, our students, our parents and carers, and our wider community. Our vision, values and expectations apply to all of our community.

Teamwork is the secret that makes common people achieve uncommon results (Ifeyanyi Enoch Onuoha)

## **#TeamWoodhey**



# Accessibility Plan

## Introduction

This plan sets out how Woodhey High School ensures that all students are able to access an excellent educational experience, so that all students can work together to broaden their horizons, exceed aspirations and achieve their full potential.

All schools and academies are required to carry out accessibility planning for disabled students and have an Accessibility Plan. The aims of our plan are to:

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

## Links with other Policies and Legislation

This Plan links directly with the school's Special Educational Needs and Disabilities (SEND) Policy, and the Equal Opportunities Policy, both of which can be found on the school website, using the following link: <https://woodhey.bury.sch.uk/our-school/our-policies>

The Plan links directly with the Equality Act, 2010.

## Definition of Disability

The Equality Act (2010) defines disability as being when a person has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities.

Some specific conditions, such as Multiple Sclerosis, Cancer or HIV are considered disabilities, regardless of their effect. If a person has been disabled in the past (for example, people recovering from cancer and people with a history of mental illness), they are still covered by the legislation for the rest of their life.

Long term is defined as lasting, or likely to last, for at least twelve months.

Students with disabilities have Special Educational Needs, however, not all students with SEND meet the definition for disability. The plan covers all of these students.

## Ensuring the school is aware of those with disabilities.

**Students:** During the transition process (whether this is from primary to secondary school, or as an In Year Transfer), parents and carers will complete an admission form, where they will be asked to state whether their child has any medical needs, SEND needs or disabilities. If a student becomes disabled at a later point in their educational journey, parents and carers are asked to inform their child's Director of Progress.

**Staff:** When applying for jobs at Woodhey High School, as part of the application process, applicants are asked to state whether they have a disability or not. If successful, as part of our pre-employment processes, staff will again be asked whether they have any medical or disability needs. If at a point



other than joining the school that a member of staff becomes disabled, they should inform the Headteacher at the earliest opportunity.

**Parents and Carers:** If a parent or carer is disabled and requires additional support to be able to access school events and communications (such as newsletters or parents' and carers' evenings), they should inform the Assistant Headteacher (Curriculum Implementation).

Where the school is aware that a person within our community is disabled, the school will make reasonable adjustments to support the person. This may include:

- Use of lifts and ramps
- Exams Access Arrangements
- Use of sign language interpreters
- Dyslexia-friendly strategies
- Changes to seating plans and arrangements
- Access to Visual and Hearing Impairment support

### **Actions taken to address the aims of the Accessibility Plan**

The actions that the school takes to address the aims of this plan are detailed below, split into sections for each of the plan's aims:

- **Aim 1:** Increase the extent to which disabled students can participate in the curriculum.
- **Aim 2:** Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided.
- **Aim 3:** Improve the availability of accessible information to disabled students.



## Actions taken to address Aim 1

Increase the extent to which disabled students can participate in the curriculum

Target	Action(s) to be taken	Intended outcome(s)
Continue to raise awareness of the needs of students with disabilities	<p>SENDCo to refine the school's SEND register so that it is accurate, regularly updated and is easy for staff to understand and utilise.</p> <p>SENDCo to ensure that where additional strategies are required to support students with disabilities, these are communicated clearly and in an easy to use format for staff</p> <p>SENDCo to ensure that staff are appropriately trained in using this information to ensure needs of students are met</p>	All staff are fully aware of the students on the SEND register, their needs and are able to meet the needs of students across all elements of school life
Digitalisation of the school's admission processes to support ease of information collation for all students, but particularly for those with SEND and disabilities	Assistant Headteacher (Personal Development) to redevelop the school's admission forms to move them to a digital format	Sharing information with the school is easier for parents and carers, and collation of information is more secure and easily transferable to school systems, which allows the school to gather information and identify support required in a quicker timescale
All students have access to a broad and balanced curriculum	<p>All students will take part in all areas of the curriculum at a level appropriate to their age. Lessons will be adapted to support accessibility, for example, through the use of larger print, or ICT.</p> <p>Reasonable adaptations to physical activities, such as PE lessons, will be made to promote engagement within the curriculum.</p> <p>Advice and support sought where necessary from external agencies to gain advice or support staff training</p>	All students participate in a broad and balanced curriculum and make excellent progress as a result of having needs met in the classroom



Where parents and carers have a disability, they are supported to support their child's learning	<p>Where communication is shared with families around opportunities to receive feedback about their child's educational performance (for example, Parents' and Carers' Evenings), all communication will include details as to how to access any necessary support (for example, Sign Language Interpreters). The school will commit to fund any additional support required at these events.</p> <p>Assistant Headteacher (Curriculum Implementation) will collate information when received about parent and carer disabilities to improve the speed of future support</p>	Parents and carers with disabilities are well supported to ensure they can support their child(ren)'s learning at home and support the vision, values and ethos of the school
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## Actions taken to address Aim 2

Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided.

Target	Action(s) to be taken	Intended outcome(s)
Ensure that the school site is accessible to all within our community and that all can access all facilities across the site (for example through the use of adjustable tables, lifts, ramps and ensuring wheelchair access across the site, including evacuation in the event of an emergency)	<p>Continue to regularly review the site (at least half termly) to ensure that it continues to be accessible.</p> <p>Regular, scheduled checks of accessible tools (for example, lifts) with follow up actions where required.</p> <p>Close liaison with the Shaw Education Trust to submit SCA Funding Bids to continually improve the accessibility of the site (previous examples being the installation of a new lift to make the sports facilities more easily accessible)</p>	All members of the community can access the site easily allowing them to benefit from the school's facilities
Digital strategy improves access to education and home learning for students with disabilities	<p>School to roll out it's 1:1 device programme.</p> <p>Training for staff in how to ensure education is accessible for students with disabilities</p>	Students can access learning without any barriers through the smart and effective use of technology





	through the utilisation of 1:1 devices	
The voice of students with SEND needs and disabilities is regularly heard and directly impacts the continual improvement of the school environment	SENDCo to ensure that (at least termly) student focus groups are held that allow students to share any concerns in relation to the accessibility of the school and necessary improvements in the environment. Feedback to be shared with the Deputy Headteacher and actions to be agreed and shared with students	Students feel valued and that their voices are heard in continuing to improve the school environment.  The school fully understands the barriers facing those with disabilities and can act accordingly

### Actions taken to address Aim 3

Improve the availability of accessible information to disabled students.

Target	Action(s) to be taken	Intended outcome(s)
Digital strategy improves access to education and home learning for students with disabilities and ensures that students are easily able to access information (including about their learning and enrichment opportunities)	School to roll out it's 1:1 device programme.  Training for staff in how to ensure education is accessible for students with disabilities through the utilisation of 1:1 devices, including how to make information accessible using devices (such as the use of coloured screens and different font sizes)	Students can access learning and information without any barriers through the smart and effective use of technology
Where required, all students with SEND needs and disabilities have appropriate normal ways of working and Exams Access Arrangements to ensure they receive all examination and assessment information in appropriate forms	SENDCo to oversee the process for identifying, sharing and quality assuring the consistent implementation of normal ways of working and Exams Access Arrangements  SENDCo to ensure that all JCQ and other appropriate body information and requirements are upheld and enacted at all times	Students who require additional support are identified early in their school careers at Woodhey High School and therefore receive all appropriate and approved support during examinations and assessments

