



Whipman Woods Flying High Academy Accessibility Plan 2026-2029

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Aims

Schools are required under the Equality Act 2010 to have an accessibility plan.

The purpose of the plan is to:

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Whipman Woods is a kind and caring learning community and a part of the Flying High Trust. We aim to enable each child to achieve their full potential. We all work to provide a friendly, stimulating and challenging environment which respects and celebrates individual interests, talents and differences, whilst promoting our school values of kindness, aspiration, creativity, respect, resilience and confidence. The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010. The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities. Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises. This policy complies with our funding agreement and articles of association.

Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current Good Practice	Objectives	Actions to be taken	By when and by whom	Success Criteria
Increase the extent to which pupils with a disability can participate in the school curriculum	We will use resources tailored to the needs of pupils who require support to access the curriculum.	Strengthen partnership working with parents through person-centred reviews and termly communication.	Termly review meetings, digital communication and open-door approach.	2026-2029 HT, SENDCo, DHT & Class Teachers	Strong home-school partnership evidenced through feedback and review records.
	Curriculum resources will include examples of people with disabilities.	Develop multi-agency working to secure timely support and successful transitions.	Regular reviews with external agencies and transition planning.	2026-2029 HT, SENDCo & External Agencies	Recommendations implemented promptly and outcomes improved.
	Curriculum progress will be tracked for all pupils, including those with a disability.	Embed adaptive teaching across all subjects through ongoing CPD and use of assistive technology.	Annual staff CPD, classroom monitoring and implementation of adaptive teaching strategies.	2026-2029 SLT, SENDCo & Teachers	Learning walks demonstrate inclusive practice and improved pupil engagement.

	Targets will be set effectively and are appropriate for pupils with additional needs. The curriculum will be reviewed to ensure it meets the needs of all pupils.	Monitor progress and participation of pupils with SEND and disabilities using assessment, attendance and pupil voice.	Termly pupil progress meetings, provision reviews and pupil voice.	Termly 2026-2029 SLT, SENDCo & Teachers	Gaps reduce and pupils make sustained progress from starting points.
		Maintain an audit of inclusive resources and ensure classrooms provide equitable access.	Annual accessibility/resource audit and purchase priority equipment.	Annual SENDCo	Resources available and effectively used.

Improve and maintain access to the physical environment.	The environment is adapted to the needs of pupils as required. This includes: -The building is on ground level -Ramps allow access to all areas of the school. -Corridor width appropriate to wheelchair access -Disabled parking bay nearest the school entrance -Accessible toilets and changing facilities -Additional fire doors to outside with wheelchair access -All rooms have curtains/blinds to control light and improve acoustics -Playground has been resurfaced so it is level and safe for wheelchair users -Accessible access to field	Continue to improve the accessibility of the physical environment in response to need.	Annual accessibility audit and planned site improvements including signage, lighting and sensory considerations.	2026-2029 SLT, Governors & Site Manager	Environment remains accessible and responsive.
		Ensure medical needs continue to be effectively supported.	Review healthcare plans annually and provide staff training where required.	2026-2029 HT, SENDCo	Medical needs supported safely with minimal impact on learning.

Improve the delivery of information to pupils with a disability.	Our school uses a range of communication methods to ensure information is accessible. This includes: -All children who require physical auxiliary aids have them in place. These include hearing aids, computer provision etc. -We apply to PDSS for any physical aids we feel would support the inclusion of a child in mainstream classes. -Resources are copied onto coloured paper or printed in large print where needed -Braille books loaned from ELS where appropriate -Pictorial/symbolic representations used (Widgit software)	Expand use of assistive technology and communication aids.	Review needs annually and source appropriate technology and software.	2026-2029 SENDCo	Pupils independently access learning.
		Ensure all school information is accessible in a range of formats.	Provide large print, translated, digital and accessible formats on request and review website accessibility.	2026-2029 SLT & SENDCo	Stakeholders can access information readily.
		Gather stakeholder feedback annually to inform accessibility improvements.	Annual parent, pupil and staff surveys with actions reported to governors.	Annually 2026-2029 SLT	Feedback informs continuous improvement.

Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be approved by the Head Teacher and governing body.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEND) policy
- Special educational needs (SEND) information report
- Supporting pupils with medical conditions policy