



Woodbrook Vale School Policy Document

SEND Accessibility Plan

Date Approved Trustees: 09 September 2025

Review Date: Annually: Autumn Term 2026

Headteacher's Signature:

..... Date: 09 September 2025

Rachael Fraser

Chair of Trustees Signature:

Date: 09 September 2025

Gavin Brown

Data will be processed to be in line with the requirements and protections set out in the UK General Data Protection Regulation.

SEND Accessibility Plan

Statement of intent

This plan outlines the proposals of the governing board of Woodbrook Vale School to increase access to education for students with disabilities in the three areas required by the planning duties in the Equality Act 2010.

1. Increasing the extent to which students with disabilities can participate in the school curriculum;
2. Improving the environment in the school to increase the extent to which students with disabilities can take advantage of education and associated services;
3. Improving information delivery to students with disabilities.

The Accessibility Plan is reviewed annually to reflect the needs of the current student population at Woodbrook Vale School.

Planning Duty 1

Increased access to the curriculum for SEND students. This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.

Target	Actions	Timescale	Resources	Responsibility	Monitoring
Ensure pupils with SEND can access a personalised curriculum offer at Key Stage 4 appropriate to their needs	- Analyse success of students with SEND based on current curriculum. - Explore alternatives to academic GCSEs as an option choice - Work with the Deputy Head Teacher for curriculum to ensure that appropriate courses are in place - Review curriculum model for SEND students. - Review option booklet and resources for options.	September 2025	Options booklet. 1:1 careers advice for students with SEND. Meeting time with parents e.g. through annual reviews or through options events	PHY / GJ	RF
Upskill classroom-based staff in strategies from the EEF for Quality First Teaching of pupils with SEND	- CPD Professional Development Programme in place - SENDCO to attend appropriate Head of Faculty meetings to ensure regular discussion of SEND students and barriers to learning. - Ensure differentiation and QFT is a standing item on agendas for Faculty meetings - Bespoke external support to be made available e.g. Educational Psychology training sessions for staff. Visual Impairment and Hearing Impairment training, Autistic Spectrum Disorder training - Regular Head of Faculty learning walks with a SEND Focus - Provide specialist and personalised support for students with SEND in the classroom from qualified teaching and skilled LSAs	Academic Year 2025-26	CPD Programme External training costs e.g., Educational Psychology	GJ / SO	SO / RF
Ensure ICT software is appropriate and accessible for students with SEND	- Review current equipment e.g. Room 16, ICT Rooms, Library, software and interactive whiteboards in classrooms. - Prioritise software that needs to be purchased e.g. EAL reader; dyslexia speaking pens. - Attend SEND network events for	Ongoing	SENDCO / Administrator time. Equipment and software costs External advisor support	GJ / PH	SO

	- specialist advice. - Seek specialist advice from Hearing Impairment, Visual Impairment and occupational therapy - Trial software and equipment with students, gain feedback and analyse impact.				
Set up alternative after school support and interventions based on analysis of changing school context/needs	- Identify types of support required - Identify students who would benefit from this specific provision. - Visit other provisions as suggested by external agencies e.g. through Autism Network Meeting. - Liaise with parents to discuss provision. - Resource provision. - Identify and train LSA's to run the provision.	November 2025	Funding for additional LSA hours. (Lead LSA) Resources for the SEND Base. External visit time.	GJ / LSA's	SO
Develop strategies to support SEND students who require support with the KS4 assessment structure	- Identify students who may perform less well in external exam conditions as a consequence of additional needs. - Individualised program of support in place. - Regular monitoring and adaptations made as necessary. 1:1 sessions with students to understand access arrangements and how to make the most of them	April 2026	Additional time	GJ	

Planning Duty 2

Improving access to the physical environment of the school including physical aids to support learning.

Target	Actions	Timescale	Resources	Responsibility	Monitoring
Continue to ensure that facilities are accessible for students with physical and/or sensory needs (e.g., HI, VI, wheelchair users)	- Review SEN register to include new Year 7. - Environmental audits in place from Visual impairment, Hearing Impairment and Occupational Therapy and actioned as appropriate - Personalised Evacuation Plans for identified students. - Identify students who require year group lunchtime support - Ensure that lunchtime arrangements include plans for students with SEND, e.g. queue system for ASD students, use of wheelchairs. - Gather information on accessible PE and disability sports - Seek specialist support from external providers e.g. friendship group ELSA training for LSA's; Visual Impairment and Hearing Impairment training and advice, Neuro muscular support; Autism Outreach; Educational Psychology.	Ongoing	Meeting time: SS/GJ/SK PEEP / Risk Assessments.	DG / SO	SO / RF / DG
Provide appropriate equipment for students with physical, sensory, visual or hearing impairment	- Hoist and moving and handling training for wheelchair bound students. - Ensure awareness of students requiring sensory support. - Seek specialist advice as necessary - Bid for top-up funding where appropriate. - Provide iPads and laptops to support students with dyslexia or who are eligible for a laptop as the usual way or working at GCSE. - VI and HI equipment in place	At need	Finance for any new resources – top up funding if available. SENDCo meeting time with parents and /or external providers. LSA time to support students in 1:1 session. .	GJ / LSA team	SO / RF / DG
Review site access to ensure that it meets the needs of all students, staff and community users.	- Review signage around the school site for, e.g. font size. - Ensure fire evacuation procedures,	September 2025	Costs for signage	DG / AN	DG

	e-safety and safeguarding procedures are clearly displayed. • Ensure all walkways are accessible. • Ensure all students with physical needs and VI needs are timetabled in downstairs classrooms • Action advice from environmental audits to make reasonable adjustments where necessary		Time for staff training e.g. English block teachers Site premises team's time.		
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Planning Duty 3

Improve the delivery of written information to SEND students. This information should take account of students' SEND and parents preferred formats and be made available within a reasonable timeframe.

Target	Actions	Timescale	Resources	Responsibility	Monitoring
Support parents / carers and students with SEND data with management systems (e.g. Go4Schools and Google Classroom) to ensure that it is accessible to all	- Remotely support parents - Student voice for supported students - Ensure student postcards are in place for all students - Ensure students have written and other resources accessible for their need	December 2025	GJ / JP meeting time Students and parent feedback time Printing costs	JP/GJ/SS	SO
Train staff to increase knowledge of appropriate and accessible formats to use for students with SEND	- Review SEND advice for staff on SEND strategies for the classroom. - Dyslexia resources e.g. overlays and coloured books more accessible. - Continue to review ASD level 1 training for all staff. - ASD level 2 training for identified staff - Use of reader pens	Ongoing	CPD training time Appropriate resources – screening materials, overlays, LSA time. External support – Autism outreach, attachment, dyslexia training as available.	GJ/PH	RF
Ensure documentation for the annual review process, including student profiles, is clear, transparent and accessible to students	- Liaise with SEN casework assistant and LA SEN advisory service to establish best practice. - Review in-school documentation to include student and parent feedback.	Ongoing related to cases	SENDCo and SEND administrator time Meeting time – SENDCo NET and SENA Printing costs Meeting time with parents and SEN students	GJ / SS	SO/ RF