



Accessibility Plan 2026-2028 - Equality Act 2010 Whole School (Includes EYFS)

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References (including legal and others ISBA).	Para 3, Schedule 10 of the Equality Act 2010
ISI Reg:	Part 3 of Schedule to ISSR
Other related policies and documents:	<ul style="list-style-type: none">Special Educational Needs and Disability and EYFS Policy (SEND)

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1. Ethos and aims

Woodbridge School ('the School') strives to be a fully inclusive and welcoming school and therefore aims to ensure that each and every pupil can participate fully in the life of the School. The School is committed to providing an environment that enables full curriculum access, valuing and including all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

2. Legislation and guidance

The School is committed to meeting legislative requirements, providing access and nurturing a culture of inclusion, support and awareness. 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 requires schools to make 'reasonable adjustments' for pupils with disabilities to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. The School's Special Educational Needs and Disability and EYFS Policy (SEND) sets out the School's policy on reasonable adjustments.

The School will not treat disabled pupils less favourably and will make reasonable adjustments to avoid putting disabled pupils at a disadvantage. The School has regard to the need to allocate adequate resources for the implementation of this Policy.

3. Definition of disability and scope of the plan

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

The School's Special Educational Needs and Disability and EYFS Policy (SEND) outlines the School's provision for supporting pupils with special educational needs and disabilities, and how we ensure equal opportunities for all our pupils, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This Accessibility Plan provides an outline of how the School will manage this aspect of the SEND provision.

The School's Accessibility Plan contains relevant and timely actions to:

- Increase the extent to which disabled pupils can participate in the School's curriculum. 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. It also includes entry into the school.
- Improve the School's physical environment for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School. This includes improvements to the physical environment of the school and physical aids to access education.
- Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled, to ensure they are not at a disadvantage. This will include planning approaches by which the School will make information that is usually in written form (e.g. handouts, timetables, textbooks and information about school events) more accessible to pupils with SEND. The delivery of such information should be within a reasonable time and in ways which are determined after taking into account the pupils' disabilities and any preferences expressed by them or their parents.

The School recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities; we also respect the parents and child's right to confidentiality.

The School is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The plan will be made available online on the school website, and paper copies are available upon request.

4. How the plan is constructed

The School has a newly formed disability committee which consists of:

- Head of Woodbridge School
- Head of Woodbridge School Prep
- Director of Operations
- Deputy Head Academic
- Deputy Head Pastoral
- Assistant Head – Learning Support & Pupil Development

The committee may co-opt additional members whose expertise in any field would be of assistance. The committee's terms of reference are:

- To review annually the School's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled.
- To make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future.
- To prepare the School's SEND policy
- To prepare the School's accessibility plan
- To review such plans and policies as necessary and at least on an annual basis

The School's disability committee have been central to the drawing up of the School's plan. They have considered the following when developing and reviewing the plan:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Extra-curricular activities
- Governing body representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

The School has also worked with expert consultants in the creation of our plan. Views of teaching and non-teaching staff, , parents and pupils were obtained between September and December 2025. We have collated these views to ascertain understanding in the school community of disability and accessibility, priorities for our pupils with SEN and/or disabilities and priorities for our pupils' parents.

The results of this have informed our school accessibility plan for 2026-2028. The plan and targets have been widely circulated to all teaching and support staff, pupils and parents and is available upon request from the Director of Operations.

5. How the plan is reviewed and monitored

The School's accessibility committee meets twice a year to frame recommendations for inclusion in the plan. There is a formal review of the plan at the November meeting of the full governing board. Senior leadership provides a full report at this meeting and identifies which measures have been achieved and where any delay in implementation is foreseen. The plan is then updated with adjusted timeframes where necessary.

The School's governors are ultimately responsible for ensuring the implementation of the accessibility plan during the period to which it relates. A new plan will be drawn up every three years.

6. Queries and complaints

Any queries in relation to the Accessibility Plan should be directed to the Director of Operations. The School's Complaints Procedure covers the Accessibility Plan and will apply where concerns cannot be resolved informally.

7. Other relevant policies

The Accessibility Plan should be read in conjunction with the following school policies:

- SEND Policy
- Safeguarding Policy

- Admissions Policy
- Behaviour, Rewards & Sanctions Policy
- Health & Safety Policy
- Woodbridge School Curriculum Policy
- Woodbridge School Prep Curriculum Policy

8. Compliance and Monitoring arrangements

This policy will be subject to a thorough review process including consideration at the Health and Safety (H & S), Education and Compliance and Risk Committees on an annual basis. This will ensure that practice across the whole school is in line with this policy, the Complaints procedure and with current guidance and legislation.

Appendix I

Action Plan – Improving access to the physical environment.

Completed

Target	Action Required	Lead	Target Completion (short/medium/long term or continuous)	Progress
Internal and external lighting improvements	Internal and external lights converted to LED. Additional external lights installed across Senior and Prep School sites	Director of Operations	Short Term	Internal completed April 2022 External completed May 2024
Emergency Exit signage enhancements	All emergency exit signage reviewed as part of Fire Risk Assessment and clear and consistent signage to be applied	Head of Estates	Short Term	Completed June 2023 and again in September 2025
Pre Prep building enhancements	Improve ventilation and emergency exit provision	Director of Operations	Short Term	Completed Summer 2023
Prep School pond accessibility	Replace timber decking with non-slip composite solution	Head of Estates	Short Term	Easter 2024
Senior School Signage	Refresh all external directional and high-level signage to provide greater consistency and clarity	Director of Admissions and Marketing	Short Term	Spring 2025
Improve accessibility of Science Lecture Theatre	Create disabled seating as part of refurbishment	Director of Operations	Short Term	Disabled seating and ramp access created as part of refurb in Summer 2022. Varying lighting levels (dimmmable) available

Improve accessibility of Senior School Netball Courts	Deliver access road and floodlighting as part of refurbishment	Director of Operations	Short Term	Access road leading to double entrance gates created. Floodlighting in place and accessible spectator area provided. Completed Summer 2024
Improve location of disabled parking spaces	Remove spaces from main drive and relocate to area adjacent to Marryott House / 6 th Form Centre.	Head of Estates	Short Term	Completed Summer 2024

Upcoming / Ongoing

Target	Action Required	Lead	Target Completion (short/medium/long term or continuous)	Progress
Improve flooring provision in key internal movement areas	Installation of Luxury Vinyl Tile (LVT) and other modern flooring solutions as part of 10-year plan maintenance schedule	Director of Operations	Continuous	Areas completed to date: Redstone Languages Block Marryott House houserooms and corridors, including floor levelling 6 th form ground floor T-block ground floor Design department corridors Matron's Office in School House Prep Engineering
Identify solutions for areas of the site that are not accessible without step access	Have a plan for the provision of Art and Science (Physics) for pupils who cannot use stairs	Deputy Head Academic / Director of Operations	Medium Term	Science up to and including Year 9 delivered as one subject. From Year 10 onwards we would deliver a physics class on the ground floor. Art – consider relocation of computer area to enable lessons being taught in an area which can be reached via level access.
Improve accessibility when moving between certain site buildings	Provide portable ramp solutions to be provided in key areas such as the central quad	Head of Estates	Short Term	Locations identified. Ramps to be purchased. Marryott Quad

	(to access Art / T-Block), Marryott quad (to access house rooms) and School House (to access Matron's Office)			Central Quad School House Matron entrance Into DT lab at back of Design department
Ensure School Transport provision remains accessible	As part of fleet review, ensure a sufficient number of minibuses are wheelchair accessible	Transport Manager	Continuous	More than 60% of the existing fleet has been refreshed since January 2024. One third of the fleet is wheelchair accessible. Permits to carry persons in wheelchairs obtained in late 2025.
Greater accessibility of Boarding provision	Review suitability of existing accessible boarding provision upon application from a boarding pupil who is a wheelchair user.	Head of Boarding / Director of Operations	Medium Term	One accessible, downstairs en-suite bedroom exists – to review re safeguarding and experiential considerations to assess feasibility and options for future plans if this doesn't work. Rolling refurbishment/redecoration carried out to boarding accommodation and common areas
Accessible changing facilities	Consider the creation of accessible changing room spaces	Director of Operations	Medium Term	Potential to convert part of existing changing room block into an accessible changing space. To establish feasibility with architect.
Accessible classroom at Woodbridge School Prep	Determine location for accessible classroom should this be required	Director of Operations / Head of Woodbridge School Prep	Short Term	Establish current year 6 classrooms as the least disruptive choice to act as accessible classrooms for wheelchair users, should the need arise, due to the existing provision of disabled toilets.
Remove pupil bag storage hazards	Continue to improve provision of bag storage to reduce the volume of bags stored on the floor / in corridors	Head of Estates / Senior Leadership Team	Medium Term	Covered hook bag storage delivered in 2023, 6 th form additional bag storage delivered 2025, sufficient lockers for all pupils. Consider pupils comms and adherence to standards.
Improve vehicle access route between Music Block and Sports Dome	Widen the bend from the Dome car park as well as the road that leads to the back of the Theatre. To include safe pedestrian walkway	Head of Estates	Long Term	Obtain quotes for resurfacing and road widening works. To check for feasibility and consider in line with 10-year plan

Improve surface condition of Redstone and Dome car parks	To fully resurface these two car parks as well as the Bredfield Drive.	Head of Estates	Long Term	Obtain quotes for resurfacing works and consider in line with 10-year plan
Improve Emergency Lighting provision	Carry out a review of emergency lighting provision across both School sites	Head of Estates	Short Term	Obtain new design for School House in FY 2025/26. Additional luminaires added to following buildings in Michaelmas Term 2025: Abbey, Pre-Prep, Tile, Design, Maintenance, Redstone, Marryott House, Science.

Action Plan – Improving access to the curriculum Completed

Target	Action Required	Lead	Target Completion (short/medium/long term or continuous)	Progress
Allow space for pupils to receive additional targeted support in small group settings	Allow pupils to reduce number of subjects to receive learning support	Deputy Head – Academic, Assistant Head Academic. Assistant Head – Learning Support and Pupil Development	Short Term	Various pupils drop subjects, often languages, to enable small group learning support.
Staff able to teach adaptively for the students within their classrooms.	Inset training on dyslexia and ADHD for teachers. Any changes made to be discrete and sensitive	Deputy Head – Academic, Assistant Head Academic. Assistant Head – Learning Support and Pupil Development	Continuous	SEND/EAL training planned to occur during each INSET period (senior).
Provide students with a resource to enable developments in study skills and awareness of learning support needs.	Learning Support / Study skills student SharePoint created.	Assistant Head – Learning Support and Pupil Development	Continuous	Completed, shared with all students (via Teams), posters created. Ongoing updates as new resources become available.

Provide staff with resources to develop understanding of specific learning difficulties and other barriers to learning	Staff CPD area in the Learning Support SharePoint created.	Assistant Head – Learning Support and Pupil Development	Continuous	Completed, available to staff via the Learning Support SharePoint. Ongoing updates as new resources become available.
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Upcoming / Ongoing

Target	Action Required	Lead	Target Completion (short/medium/long term or continuous)	Progress
Curriculum flexibility (Senior)	Formalise a range of adjustments to qualifications where appropriate to aid inclusivity and promote positive progress within the overall aims of academic excellence.	Deputy Head – Academic	Short Term / Continuous	Curriculum review of KS3 and KS4 underway for 2025/26, to ensure previously ad hoc adjustments to timetable are more formalised in the Curriculum Policy. Investigation into reducing number of GCSEs as part of a curriculum flexibility.
Classroom visuals	Work towards classroom displays becoming more neuro affirmative.	Assistant Head – Learning Support and Pupil Development	Short Term	Assess best practice; train staff; monitor and intervene as suitable; respond to School Council feedback
Extra-curricular provision for SEND / Neurodivergent pupils.	Ensure that there are suitable extra-curricular activities and/or suitable adjustments for SEND pupils	Deputy Head – Academic / Head of Woodbridge School Prep	Short Term	Need to evaluate current situation; augment or adjust as suitable. A range of clubs are available to both calm and stimulate pupils e.g. Mindfulness, Wellbeing, Yoga and Discovery. Staff are aware of the pupils needs and make adaptations accordingly
Coordinated SEND provision across Prep / Senior	Ensure that Prep procedures for pastoral and academic support and action build smoothly to Senior in terms	Assistant Head – Learning Support and Pupil Development	Ongoing	Tour undertaken by SEND Prep pupils with Head of Prep Learning Support in Trinity II to support transition Year 6/7 transition meeting

	of preparations and expectation setting for access arrangements			<p>Small group meetings with Head of Year 7</p> <p>Transition meeting at the Senior School for parents and pupils</p> <p>Assembly for Y6 with Deputy Head Academic (DHA) / Deputy Head Pastoral (DHP) and Head re expectations and support available</p> <p>Meet the Tutor Evening</p> <p>Year 5 visit and Year 6 Experience Days</p> <p>Theatre week which familiarises the pupils with the site and expectations of the Senior School</p> <p>Weekly SEND meetings between Assistant Head – Learning Support and Pupil Development and Head of Learning Support</p> <p>PIRA / PUMA/ GAPS data shared between DHA and SS DHA to support transition requirements</p> <p>Assistant Head – Learning Support and Pupil Development and Head of Learning Support meet regularly to discuss SEND pupils, IEPs their requirements and adjustments that are necessary.</p> <p>Learning Support database uses the same codes across the school to ensure tracking is clear and understood</p> <p>Assistant Head – Learning Support and Pupil Development involvement in admissions of students with known learning support requirements across the whole school, including prep.</p>
Develop whole-school expertise in neurodiversity	Deliver annual SEND INSET on ADHD, autism, and adaptive teaching. Encourage peer sharing of practice and reflective observation.	Assistant Head – Learning Support and Pupil Development / Senior Leadership Team	Continuous	<p>Planning cycle established; annual training themes identified through completion of staff capability audit (annual), learning walks, analysis of need within the student population, review of termly Learning</p>

				Support student questionnaires (senior), and data analysis of SEND pupil outcomes to measure impact / areas for further training.
Conduct temperature mapping (Prep and Senior)	Evaluate both environmental and timetable “pinch points” that affect accessibility and focus.	Assistant Head – Learning Support and Pupil Development / Senior Leadership Team	Short Term	To commence Autumn 2026; methodology finalised.
Ensure inclusive access to co-curricular and trips	Embed accessibility and reasonable adjustment planning into trip approval and co-curricular oversight.	Senior Leadership Team / Trip coordinators	Continuous	SEND considerations added to trip forms; practice under review.
Prep School - Create area for self-regulation trail to support SEND pupils	Create zone with suitable equipment to support pupils	Head of Learning Support and Wellbeing	Short Term	Area identified in Y4 corridor near to the pupils with the most need for this resource. Risk Assessment completed. Pupils engaging with the area and feedback positive.

Action Plan – Improving access to information

Completed

Target	Action Required	Lead	Target Completion (short/medium/long term or continuous)	Progress
Lesson information available to all pupils	Staff to ensure a digital “footprint” of lessons is available on Teams.	Deputy Head - Academic	Continuous	Staff ensure that a suitable set of class information is available, normally via Teams. This will not be a complete transcript of the lesson.
Homework tasks available to those who miss a lesson or find information capturing in lessons difficult.	Staff to add their homework via Teams assignments	Deputy Head - Academic	Short Term / Continuous	Staff are expected to add Prep assignments on Teams. This enables pupils for whom organisation may be challenging to access the required information. Periodic review to check compliance
Learning Support student information – sharing with staff	Clearly share student Learning Support information for all staff	Assistant Head – Learning Support and Pupil Development	Continuous	The Learning Support database at both prep and senior is designed in a way for all staff to access. Information is provided in a clear and concise format. Prep school IEPs follow the same format. Senior school use of iSAMs and ClassChart flags aid in staff awareness of student's specific needs.
Staff training – each inset (senior)	Monitor training requirements and need within student body and adapt training to reflect this.	Assistant Head – Learning Support and Pupil Development	Continuous	Regular slot provided within each inset to allow ongoing upskilling of teaching staff to occur.

Upcoming / Ongoing

Target	Action Required	Lead	Target Completion (short/medium/long term or continuous)	Progress
Embed assistive technology in BYOD	Reinforce staff training on assistive tech (speech-to-text, text-to-speech) and integration into classroom practice.	Assistant Head – Learning Support and Pupil Development	Medium Term	Research and trial possible assistive technology and then establish most accessible and cost-effective assistive technology for devices.
Accessible learning materials	Encourage alternative backgrounds, paper types, and formats for pupils with SpLD/visual stress.	Assistant Head – Learning Support and Pupil Development / Heads of Department	Medium Term	Guidance drafted; pilot in selected departments, implementation of departmental champions.
Dyslexia-friendly resources	Extend the existing bank of dyslexia-friendly reading books in the school.	Assistant Head – Learning Support and Pupil Development / Head of Learning Support and Wellbeing	Medium Term	Complete initial stock audit completed; dyslexia friendly books in the Prep library and use will be monitored to see if there is a requirement for further investment.
Visibility of support services	Improve visibility of SEND, VI, and HI services on the school website. Consider accessibility of website and other marketing	Assistant Head – Learning Support and Pupil Development / Marketing Department	Medium Term	Audit web content audit completed; update after audit.
Learning walks for accessibility	Conduct termly learning walks focusing on classroom accessibility and good practice.	Assistant Head – Learning Support and Pupil Development / Head of Learning Support and Wellbeing / Senior Leadership Team	Continuous	Termly cycle to be planned and feedback logged during SMT meeting (senior school).

Enhance My School Portal	Build upon successful launch of MSP and add in more content. Consider pupil year group trial	Head of IT Services / Director of Admissions and Marketing / Deputy Head Academic	Short Term	
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*** Target timescales:**

Short term – 1 to 2 years;

Medium term – 3 to 5 years;

Long term - 6 years plus

Continuous – require ongoing, constant review