



# **Accessibility Policy & Action Plan**

## **2023-2026**

**Phase of school this policy relates to**

<b>Early Years</b>	<b>Primary</b>	<b>Secondary</b>	<b>Whole School</b>
--------------------	----------------	------------------	---------------------

<b>Date created:</b>	<b>20/02/2023</b>
<b>Date reviewed:</b>	<b>August 2025</b>
<b>Next review date:</b>	<b>August 2026</b>
<b>Policy lead staff member:</b>	<b>Leanna Barrett</b>
<b>Policy link governor:</b>	<b>Charlie O'Sullivan</b>

### Accessibility Policy Contents:

- Introduction
- Main body of policy
- Accessibility Action Plan

## Introduction

Liberty Woodland School is an independent school for children aged 4 to 16. We provide creative, nature-based learning in an environment that nurtures the individuality of every student and staff member.

We are committed to offering a curriculum that is accessible to all students, responsive to individual needs and abilities, and free from discrimination.

## Definition of Disability

Under the **Equality Act 2010**, a person is considered disabled if they have a physical or mental impairment that has a *substantial* and *long-term* negative effect on their ability to carry out normal daily activities.

## Aims and Objectives

- To ensure all students have equal access to a creative and balanced curriculum.
- To provide an inclusive curriculum that supports the needs of disabled students without disadvantaging others.
- To enable all students, including those with disabilities, to participate fully in extracurricular activities, trips, and wider school life.
- To ensure that the school environment, facilities, and services are physically and practically accessible.
- To improve the availability of accessible information for students, staff, parents, and visitors.
- To challenge negative attitudes towards disability and promote awareness, tolerance, and inclusion.

---

## Increasing Access to the Curriculum

- The school regularly reviews and monitors areas of learning to ensure disabled students can participate fully.
- Where barriers are identified, we adapt approaches, provide additional support, or create alternative methods of participation.

- The school seeks and follows advice from Local Authority services, SEN inspectors/advisors, and NHS health professionals.
  - Learning opportunities extend beyond the curriculum, including support during trips and visits, and the use of specialist aids and equipment to assist learning.
- 

## Improving the Physical Environment

Liberty Woodland School is based within a three-acre conservation garden surrounding Morden Lodge. Learning takes place outdoors as well as within purpose-built and adapted facilities.

### Current site access:

- **Art Studio:** Ground and first floor. The ground floor is fully accessible. The upper floor is currently inaccessible to wheelchair users; if required, sessions will be moved to the ground floor.
- **Potting Shed Toilet Block:** Ground floor only, with a wheelchair-accessible toilet.
- **Morden Lodge:** Basement, ground floor, and upper floor. Students may access only the ground floor and basement. A portable ramp will be made available to enable wheelchair access to the ground floor if needed.
- **Staff Office and Training Room (upper floor of Morden Lodge):** If required, training or office sessions for disabled staff will be relocated to the ground floor.

### Site adaptations:

- Boardwalks are built to wheelchair-accessible widths, treated with anti-slip materials, and regularly maintained.
- Doorways across the site are wide enough to accommodate wheelchairs.
- All outbuildings are accessible at ground level.
- Wheelchair users may require an all-terrain wheelchair with pneumatic tyres to navigate natural areas such as grass and uneven ground.

### Future planning:

- Accessibility needs are considered when planning the curriculum, site improvements, or refurbishments.
  - Where possible, accessible points and inclusive spaces will continue to be proactively developed so all students can participate equally.
- 

## **Improving the Delivery of Information**

- The school monitors and improves the accessibility of written and digital information for students, parents, staff, and visitors with disabilities.
  - Alternative formats and communication methods will be provided where required or requested.
- 

## **Implementation**

### **Management and Coordination**

- The Governing Body is responsible for the overall operation and monitoring of this policy.
- The Headteacher and SENCo coordinate curriculum accessibility, ensuring that disabled students are included and not excluded from learning opportunities.
- The SENCo, in collaboration with the Senior Leadership Team (SLT), plans and delivers staff training annually to support inclusive teaching and learning.

### **Monitoring**

- Accessibility is monitored regularly to ensure disabled students are not excluded or disadvantaged.
- Staff receive training and guidance to remove barriers to participation and raise expectations for all students.
- Regular review meetings are held to collect evidence that students with disabilities are fully participating in school life and to identify any areas for improvement.

## **APPENDIX 1: Accessibility Action Plan**

<u>Objective</u>	<u>Current Good Practice</u>	<u>Further Action to Be Taken</u>	<u>Outcomes</u>	<u>Time Frame</u>
To ensure that all students have equal access to a creative and balanced curriculum.	<p>Liberty Woodland School monitors learning opportunities so that students who have a disability can learn and grow, preparing them for life in the same capacity as other students.</p> <p>Ensure the school curriculum is fully accessible to all pupils including those with a disability.</p>	<p>Each child will have their enrolment information checked by office staff at the beginning of each year to ensure data held in school is accurate and up-to-date regarding disability and medical needs.</p> <p>Annual survey to parents to gain their views.</p> <p>Ensure all staff have access to this information.</p>	<p>Disability and Medical Registers are kept up-to- date.</p> <p>Staff are aware of all needs to ensure inclusion of all children.</p>	<p>Start of each academic year.</p> <p>Ongoing.</p>
To provide a curriculum which is accessible for all disabled students without being disadvantageous to other students in the school, where learning can be provided collectively without excluding anyone.	Each lesson will provide many learning opportunities and is designed to cater for every student, which can be tailored to each student's learning requirements.	<p>Liberty Woodland School provides a curriculum which can be easily accessed by all its students, meeting each student's needs and abilities and free from discrimination. We aim to make sure that all barriers to learning are, over a period of time, eliminated completely, so that all students want to come to school to learn in a safe environment.</p> <p>Parental and external advice sought as</p>	<p>Staff are able to tailor planning to ensure inclusion of all children during lessons and throughout the school day.</p> <p>All learning requirements are met for each child.</p>	Ongoing.

		necessary including from specialists to input into EHCP & Risk Assessments		
<p>To ensure all students, including those who have a disability, can fully participate in extracurricular activities and school trips.</p> <p>To be able facilitate an environment where disabled students can physically and fully take advantage of education, facilities and services provided and improve the availability of accessible information.</p>	<p>This will cover teaching beyond the curriculum such as supporting disabled students during school visits and trips.</p> <p>Also, the provision of specialist aid and equipment, which in turn will assist their learning. The school will continue to seek and follow the advice of LA services, such as specialist teach advisers, SEN inspectors/advisors, and appropriate health professions from the local NHS Trusts.</p>	<p>Where possible, accessible points within the school will proactively be created so that all students can take advantage of the space, learning opportunities and be included within extracurricular activities.</p> <p>When planning the curriculum, the school will take account of the needs of students, visitors and staff with physical difficulties and sensory impairments when planning and when undertaking future improvements and refurbishing of the site and premises.</p> <p>The school will monitor ways to improve the delivery of written information to students, parents, staff and visitors with disabilities, providing alternative ways of communicating when required or requested.</p> <p>Specialist agencies visit regularly as required to support staff &amp; pupils e.g. SaLTs, OTs, EdPsy.</p>	<p>Children with disabilities access school trips, special events etc</p> <p>Staff are able to tailor events and trips to ensure inclusion of all children.</p> <p>Use of visual timetables, Additional aids available e.g. pencil grips, coloured overlays,</p>	<p>Ongoing</p> <p>As appropriate</p>
<p>School to be aware of services available for visually and hearing impaired children and</p>	<p>Pupils on roll receive support from specialist services when required.</p> <p>Advice sought from specialist advisors where</p>	<p>Access training to meet the needs of individual pupils when and where appropriate.</p>	<p>School aware of any special provision required to meet the needs of individual disabled pupils and others, and who to contact</p>	<p>Ongoing.</p>

other disabilities.	relevant and parental support.		<p>to access help, support and guidance; and relevant training and development</p> <p>Use of visual timetables, Additional aids available If required, letters will go out in different languages or braille</p>	
---------------------	--------------------------------	--	--	--