



Woodlane High School

achieving success in a nurturing environment

School Accessibility Statement and Plan

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Next Update: January 2027

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School Accessibility Statement and Plan

1.0 Introduction

This Accessibility Plan is written in accordance with the Equality Act 2010 and reflects the school's commitment to ensuring that all pupils, including those with complex special educational needs and disabilities (SEND), can access a high-quality education and achieve their full potential.

As a specialist SEND school, the removal of barriers to learning, participation and inclusion is integral to our curriculum intent and wider school improvement priorities. This plan sets out how the school will continue to strengthen accessibility by:

- enabling all pupils to access an ambitious, well-sequenced and appropriately adapted curriculum;
- providing a physical environment that supports pupils' safety, independence and wellbeing; and
- ensuring information is communicated in ways that meet pupils' individual communication, sensory and cognitive needs.

The Accessibility Plan supports the school's wider approach to inclusion, safeguarding and equality, and contributes to positive outcomes for pupils in preparation for their next stages of education, employment or adulthood.

The school recognises that digital accessibility is a key component of inclusion and equality of opportunity. In line with the Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018 and the Equality Act 2010, the school is committed to ensuring that its digital platforms and resources are accessible to all pupils, parents and carers, including those with disabilities.

As a specialist SEND school, the school takes a proactive approach to removing digital barriers by:

- ensuring that the school website and online content meet recognised accessibility standards (WCAG 2.1 AA) wherever reasonably practicable;
- providing information in alternative and accessible formats on request, including simplified text, symbols, visuals, audio or adapted digital formats;
- using assistive technologies and specialist software to support pupils' access to learning and communication;
- considering accessibility when selecting and implementing digital systems, platforms and learning resources.

Digital accessibility supports the school's curriculum intent by enabling pupils to engage meaningfully with learning, develop independence and communication skills, and prepare for their next stages of education and adulthood. Accessibility arrangements are reviewed regularly to ensure they continue to meet the needs of pupils and reflect best practice.

2.0 Accessibility Statement

This accessibility statement applies to Woodlane High School's physical building and resources, and digital resources and content that staff, pupils, parents and visitors may engage with.

3.0 Physical Building and Resources

Woodlane opened on its present site as a 'new build' school in February 2000. As a specialist SEND school, by nature the design brief stressed the fundamental importance of full access for pupils, visitors and staff (with particular reference to sensory impairment and/or physical disability). A 'new block' was built during 2014/2015, connected to the Northwest side of the building. It contains two teaching rooms, a sensory room, a small learning space (which is now being used as a small classroom), toilets and a staffroom. It opened in February 2015 enabling the school's roll to increase to 100.

The school is located on the ground floor of the building with full wheelchair access throughout. All rooms have spaces adapted for wheelchair access, including the Food Fechnology and Computing suite. In the summer of 2023, a partial refurbishment took place in our core classrooms, this design was mindful of accessibility and included adjustable tables, specialist seating, zoned areas etc.

For specific pupils, the school goes further including using braille and touch points on equipment for visually impaired pupils (e.g. temperature gauge on the induction hob), adapted kitchen equipment for those with impaired dexterity (e.g. one hand vegetable slicer) and adapted lunchtime utensils for pupils with impairments that impact their eating and drinking (e.g. thick gripped cutlery) etc. Pupils will either enter the school with this equipment, or it will be assessed as necessary by the school or therapeutic staff, such as our occupational therapist.

The school has a 'wet room' with shower and disabled-access toilet facilities; there is a disabled-access toilet on the ground floor and additional disabled-access toilets and showers on the upper floor accessed via a lift.

The school ensures it has a pupil-centred approach to problem solving and works closely with the pupils, parent/carers and other professionals to ensure that the needs of all those who come on site are assessed carefully and strategies put in place to enable full access to the curriculum and the learning environment.

4.0 Digital Resources and Content

All resources used internally and externally by the school have prior consideration for the audience and purpose they are being used. The school by nature adapts work to the needs and ability of the pupils and is considerate of the needs of parents, staff and visitors.

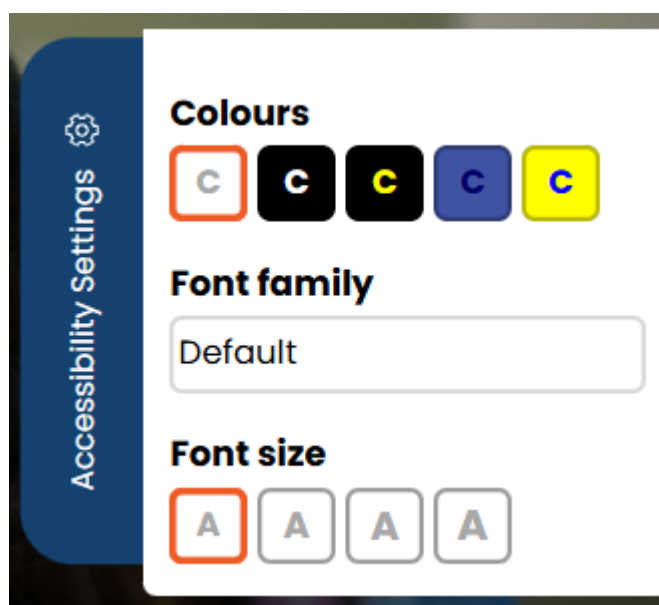
Agreed approaches may include: classwork being adapted in larger font sizes for visually impaired pupils, printed on light pastel paper to support those with dyslexia or containing a range of approved symbols, (InPrint) to support understanding etc. Adaptions of this type will usually be part of the school's universal offer but may on occasion require assessment by school or therapeutic staff.

Any information sent to parents by letter or email is first reduced to the key information and then formatted in the most accessible way. Information and educational visit letters, the school newsletter and text/emails are all written with the appropriate audience in mind and reviewed by a member of the senior leadership team. For accessibility, we provide letters on paper and digitally (via the website or emailed directly) to parents who require them.

The school's website is run by Juniper Education and is overseen by school leadership. We want as many people as possible to be able to use this website so website users should be able to:

- change colours, contrast levels and fonts using browser or device settings
- zoom in up to 400% without the text spilling off the screen
- navigate most of the website using a keyboard or speech recognition software
- listen to most of the website using a screen reader.

A number of these settings can be accessed via the Accessibility Settings button found on the right-hand side of every screen. When clicked it opens as follows:



We've also made the website text as simple as possible to understand.

If you find any problems not listed on this page or think we're not meeting accessibility requirements, contact: admin@woodlane.lbhf.sch.uk

If you need information on this website in a different format like accessible PDF, large print, easy read, audio recording or braille, please email or call the school office to discuss your needs.

If you cannot view the map on our 'contact us' page, call or email us for directions. You can also use this link: <https://maps.app.goo.gl/JXarFbd3cG3Jb98q7> to go directly to the location within Google Maps, or this link:

<https://maps.apple.com/place?address=Woodlane+High+School%2C+Du+Cane+Road%2C+London%2C+W12+0TN%2C+England&coordinate=51.5169424%2C-0.2313252&name=Woodlane+High+School> if using an Apple device. The school's What 3 Words for navigation are: Tells Loft Remote: <https://w3w.co/tells.loft.remote>

The Equality and Human Rights Commission (EHRC) is responsible for enforcing the Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018 (the 'accessibility regulations'). If you're not happy with how we respond to your complaint, contact the Equality Advisory and Support Service (EASS).

Woodlane High School is committed to making its website accessible, in accordance with the Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018.

The website has been tested against the Web Content Accessibility Guidelines (WCAG) 2.2 AA standard. This website is fully compliant with the [Web Content Accessibility Guidelines version 2.2](#) AA standard.

5.0 Contact and Support

If you need to discuss accessibility requirements, contact: admin@woodlane.lbhf.sch.uk or call the school on 0208 743 5668.

If you need information in a different format, for example accessible PDF, large print, easy read, audio recording or braille, please email or call the school office to discuss your needs.

Core Values	Strategies	Outcomes
<p>1. To ensure that <u>all</u> pupils have full access to the curriculum / learning experiences on offer in school.</p>	<ul style="list-style-type: none"> • Regularly review accessibility strategies currently in place for those pupils where accessibility issues present a potential barrier to learning. • Work with colleagues/professionals to ensure that the barriers to learning are addressed (e.g. purchase of specialist equipment such as the MotoMed, differentiating learning resources for SpLD and dyslexia assessment, SaLT, psychotherapy, physiotherapy etc.). • Ongoing development of teaching & learning skills via staff Continuing Professional Development programme to ensure staff skills reflect the changing/individual needs of pupils. • Continue to ensure the use of independence developing aids, such as; school planners, ACC devices, InPrint, choice boards, now and next boards, visual timetables etc. • Ensure our love to read agenda is high profile, including our phonics programmes. 	<p>Pupils' needs are assessed on arrival at the school, and ongoing assessment of pupils' needs continue to ensure that no pupil is discriminated against or denied access to the curriculum /learning experiences because of their SEND/barriers to learning.</p> <p>The staff team have focused training and support to enable them to deal, with confidence, with changing levels and complexity of need.</p> <p>Pupils' independence improves in preparation for adulthood.</p> <p>Pupils' reading ability is improved increasing wider access to the curriculum.</p>
<p>2. To improve the interior/exterior learning environment to ensure it enables <u>all</u> pupils to have full and safe access to classrooms & associated spaces.</p>	<ul style="list-style-type: none"> • Clarifying and improving access to information throughout school through continuing access to ICT and improving access to the school Book Nook for all pupils. Continue to update computers/technology as required. • The purchasing of accessible equipment such as touch screen computers benefits all pupils and provides accessible opportunities for all pupils to work within computing and all curriculum subjects. • Continue to encourage school routines that help pupils access the curriculum safely (e.g. 'School Learners' Code', walking in corridors, lining up outside lessons, etc.) • Seek LA funding and refurbish the next classrooms/areas to suit the 	<p>Through implementing simple practical measures, pupils are encouraged to become increasingly independent learners, able to function safely and navigate confidently around the school environment.</p> <p>The areas stated offer an excellent environment for learning and are an example of best practice for SEND.</p>

	<p>learning needs of the pupils, using a similar design to English/Maths/Science:</p> <ul style="list-style-type: none"> - Computing - PSHCE and Studio - Humanities - Nurture (swap with the staffroom) - Changing rooms <ul style="list-style-type: none"> • Split the medical room to ensure there are more spaces for pupil changing and physiotherapy. 	
<p>3. To enable <u>all</u> pupils, parents and visitors to be fully informed about the school via physical and digital publications regardless of their accessibility needs.</p>	<ul style="list-style-type: none"> • Ensure the school’s website remains compliant with current WCAG guidelines. Work with Juniper Education to ensure the most appropriate accessibility functions are included within the website, ranging from InPrint (Widgit) images, text enlargement, high contrast backgrounds, and fonts with improved readability. Continue to ensure the website is made for use with all types of devices and can be used by various adapted software, e.g. text to speech. • Continue to engage with parents, carers and pupils as well as school staff and therapy teams to ensure front-facing content on the website is appropriate for the range of audiences and accessible to all. Ensure website management takes place regularly, so information remains current and is presented in an appropriate format. • Continue to provide information in various formats for all stakeholders, including paper, email and text message of relevant information. Moving MIS to Arbor will enable parents to sign up for the Arbor app, further improving their access to school information. 	<p>Parents/carers and visitors report that the website is fit for purpose and useful to them. Relevant information is shared in a consistent manner with policies up to date. Parents feel well-informed about the school, and this improves their ability to support their own child to make progress.</p> <p>Visitors to the school (including those with additional needs) feel positive about the school’s approach before they step through the door, due to their engagement with the website and/or the school by email, phone or in person, improving partnership working.</p>

<p>4. To enable <u>all</u> pupils to have an enriched experience of the PE curriculum</p>	<ul style="list-style-type: none"> • Maintain links with Burlington Danes Academy/other local schools to ensure access to playing fields for events such as sports day, and competitive games with mainstream pupils. • To continue to provide a range of enrichment opportunities for break/lunch times through our break and lunch time curriculum and after school; including dance, cooking, Computing, games activities etc. Accessible sports incorporated into the curriculum and break/lunchtime/after school club timetable. • To work in partnership with external agencies such as Albert and Friends and Bike Works, to ensure that the PE curriculum on offer is rich and varied. 	<p>Close partnerships between the school and specialist support services enables pupils to have an improved PE experience and develop skills in making informed healthy lifestyle choices. This continues the school's focus on the core values of the Healthy Schools Initiative. Woodlane was the first school in London to achieve Healthy School's Gold.</p>
<p>4. To help pupils to make informed healthy lifestyle choices</p>	<ul style="list-style-type: none"> • To work with the School Council to ensure that pupils are encouraged to make healthy lifestyle choices including providing a breakfast option, balanced school meals including salad bar, fruit at break times and access to water bottles. • The school nurse offers advice and investigates any issues that arise due to unhealthy lifestyles. • The PE teacher tracks fitness through the 'bleep test' throughout the term. Pupils are given targets related to their fitness levels, score and amount of exercise undertaken. • To ensure our ongoing mental health support continues, offering targeted support through specialist agencies where required. 	<p>Pupils feel partners in the process of finding solutions to barriers to learning and take a greater role in school decision making.</p> <p>Pupils are supported to manage complex choices related to their health and are more informed and healthier as a result.</p> <p>Pupil mental health is positively supported where required.</p>
<p>5. To ensure <u>all</u> pupils have access to educational visits.</p>	<ul style="list-style-type: none"> • Continue to provide financial support or subsidies for pupils who may be unable to afford visits. • Continue to plan visits that are inclusive and accessible for all pupils, 	<p>All pupils are able to participate in educational visits regardless of background or circumstance.</p>

	<p>including those with physical disabilities, and additional needs where safe to do so. Ensure reasonable adjustments are made to enable attendance.</p> <ul style="list-style-type: none"> • Offer a range of visits that link directly to the curriculum to ensure educational value for everyone. • Communicate early and clearly with families to allow time for planning and support. • Use local or low-cost educational visits where possible to reduce barriers. 	<p>Increased pupil engagement and enrichment of learning experiences.</p> <p>Improved equality, inclusion, and sense of belonging among pupils.</p> <p>Enhanced understanding of curriculum topics through real-world experiences.</p>
<p>6. To ensure all pupils have access to a full-time education and part time timetables are avoided whenever possible.</p>	<ul style="list-style-type: none"> • Continue to prioritise full-time education for all pupils, using part-time timetables only as a last resort and in exceptional circumstances, when other strategies are exhausted e.g. severe medical needs. • Part-time timetables are used only where parents/carers have made the request for a genuine and tangible reason, which is explored fully e.g. severe medical needs. The school does not promote part-time timetables but recognises that they may support the return to full-time education. • Ensure any part-time timetable is time-limited, personalised, and focused on reintegration to full-time education. • Continue to work in partnership with parents/carers and, where appropriate, the local authority and external professionals. • Continue to provide meaningful, high-quality education and appropriate SEND support during any reduced timetable. • Continue to review part-time timetables regularly, with a view to return to full-time education as soon as possible. 	<p>All pupils access a full-time education, it is only in exceptional and rare circumstances that a part-time timetable is used.</p> <p>Part-time timetables are rare, well-justified, and short-term.</p> <p>Pupils are supported effectively to increase attendance and engagement over time.</p> <p>Strong compliance with SEND guidance and safeguarding expectations.</p>

