



Healthy Empowered Ambitious Respectful Together

Our values are at the HEART of our school

Accessibility Plan

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Next Review Date:	January 2027

Aims of the Accessibility Plan

This plan outlines how Washingwell Primary School aims to improve access to education for pupils with disabilities as required by the planning duties in the Equality Act 2010.

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Under the SEND Code of Practice <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>, 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, provision of an auxiliary aid or adjustments to the premises.

This plan aims to:

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

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils.

In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
 - Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

The accessibility audit

1.1. The governing board will undertake a regular Accessibility Audit.

1.2. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

1.3. When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- Ambulatory disabilities – this includes pupils who use a wheelchair or mobility aid
- Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired
- Visual disabilities – this includes those with visual impairments and sensitivities
- Auditory disabilities – this includes those with hearing impairments and sensitivities
- Comprehension – this includes hidden disabilities, such as autism and dyslexia

1.4. The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

1.5. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.

1.6. The actions that will be undertaken are detailed in the following sections of this document

Washingwell Primary School Accessibility Plan 2025 – 2027

AIM: Increase access to the curriculum for pupils with a disability

Current Good Practice:

- Our school offers a differentiated curriculum for all pupils.
- We use resources tailored to the needs of pupils who require support to access the curriculum.
- Diversity of all kind, including of ability, is celebrated and examined throughout all aspects of our subject curriculums.
- Curriculum progress is tracked for all pupils, including those with a disability.
- Targets are effective and appropriate to pupils with an additional need.
- The curriculum is reviewed regularly to ensure it meets the needs of all pupils.

Target	Actions to be taken 2025 -2027	Person Responsible	Date to complete actions	Success Criteria
To continue to promote positive attitudes and an inclusive curriculum	1. Review current literature within school to ensure it is representative of the range of disabilities within our school and wider society.	Literacy Lead	July 2025	At least 2 class novels and writing stimuli across a year to feature children who have a range of additional needs.
	2. Increase our range of books featuring protagonists and characters with additional needs.	Literacy Lead,	July 2025	Library will have a wider range of appropriate books representing a range of disabilities.
	3. Increase exposure to the importance of people with disabilities in history and science curriculum.	Deputy head, Science and History lead	July 2026	Children to learn of the life of a disabled person who has had a significant impact on scientific and historical study as part of their learning in 25 – 26 academic term.
	4. Increase the uptake of extra-curricular clubs/activities by SEND pupils.	SENDCo & FSW	July 2027	More children with SEND will be accessing extra-curricular clubs/activities.
	5. Expand our offer of training for all staff so as to deepen their understanding of appropriate SEND strategies.	SLT	Ongoing	Specific training linked to different SEND needs within school will be addressed and strategies will be used effectively in school to support.
	6. School and class assemblies continue to challenge/reduce prejudice and discrimination.	All staff	Ongoing	Assembly overview will highlight opportunities. Children will be able to discuss and identify prejudice and discrimination.

AIM: Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.

Current Good Practice:

- Classrooms are organised effectively in order to maximise movement, participation and independence.
- Accessible car parking
- Access pathways and entrances are safe for both children and parents, including an alternative path onto the school field.
- All fire exits around school are suitable for people with a disability, with procedures in place to evacuate disabled pupils from the building.
- Accessible toilets.

Target	Actions to be taken 2023 -2025	Person Responsible	Date to complete actions	Success Criteria
Signage to be reviewed	1. Audit current signage within school to ensure it is fit for purpose for all pupils, staff and visitors.	SBM & Caretaker	July 2025	Audit completed with action plan drawn up to adapt and renew identified signage.
Ensure access to school site is fit for purpose with any repairs identified and addressed.	2. Key Stage 1 steps have highlighted edge. Path leading to school field is clear from growth and in good repair. Signage indicating disabled parking bay.	SBM & Caretaker	July 2023	Highlighted edge will be painted onto steps. Path will be clear of weeds so fully accessible to all at all points. Sign will be up to indicate where disabled parking bay is.
		Caretaker	Ongoing	
Audit lighting and glare within classrooms and around school.	3. New blinds to be purchased in identified rooms.	LA	July 2027	Blinds will be used to adjust light in classrooms to allow access for all learners.

AIM: Improve the availability of accessible information to pupils with disabilities.

Current Good Practice:

- Our school uses a range of communication methods to ensure information is accessible. This includes:
 - Internal signage
 - Induction loops (when required)
 - Pictorial or symbolic representations
- Parents who have a disability receive information and reports by an alternative method.

Target	Actions to be taken 2023 -2025	Person Responsible	Date to complete actions	Success Criteria
Ensure documents are accessible for	Seek and act on advice from sensory support	SENDCo	As and when required	Children with visual impairment will be accessing

<p>pupils with visual impairment.</p> <p>Review documentation on website to check accessibility for parents</p>	<p>advisor on individual pupil requirements. Ensure large, clear font used in documentation.</p> <p>Ensure documents are accessible to everyone using commonly known vocabulary. Office to be aware of parents who may need support in accessing materials and assisting with this</p>	<p>Office Staff</p>	<p>Ongoing</p>	<p>all curriculum documents independently.</p> <p>Parents are able to access all information</p>
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