



Accessibility Plan

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**Member of staff responsible for this policy
in consultation with staff and governors:**

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**Governing Body Committee responsible
for review:**

Children & Learning

Date of next review:

Autumn 2026

Ratified by Governing Body:

Autumn 2023

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Our school aims to treat all its pupils fairly and with respect. We are proud of our inclusive ethos which involves providing access and opportunities for all pupils without discrimination of any kind.

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

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding SEN and disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including: pupils, parents, staff and governors of the school.

2. Legislation and Guidance

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 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), '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, the provision of an auxiliary aid or adjustments to premises.

3. Action Plan

This action plan sets out the aims of our Accessibility Plan in accordance with the Equality Act 2010.

Current Good Practice	Short (termly) Medium (annual) Long (3yrs)	Objectives	Actions (Person)	Success Criteria	Timescale/ Cost
Aim 1: Increase access to the curriculum and school life for pupils with a disability: ultimately provide equal opportunity to all pupils wherever possible					
<p>Our school offers an inclusive differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a SEN or disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed annually to ensure it meets the needs of all pupils.</p> <p>We utilise a network of external advisors and support services when pupils with disabilities join our school and throughout their school career at WJS</p>	As required	To be aware of all curriculum access needs for all pupils	Identify access needs upon admission (and thereafter when required) Transition practice Risk assessments	Transition forms identify access needs and arrangements	Ongoing
	As required	To arrange appropriate access arrangements for pupils with SEND when taking academic tests e.g. SATS	SENCO to liaise with Classteachers and evidence the need for access arrangements	Pupils are able to accommodate tests with no disadvantage due to their SEND needs	Ongoing
	Short	To provide a range of resources that illustrate diversity	Audit curriculum resources that include examples of people with disabilities. (Librarian) Purchase curriculum resources that include examples of people with disabilities as required/available. (SENCO/Librarian)	Audit is completed annually Curriculum resources are purchased	£200
	Short	To set targets that are challenging regardless of SEN or disability	Annual target setting	Targets are set regardless of SEN or disability	Autumn 1 annually
	Short/Long	To effectively track all groups of pupils including those with SEN or disability.	Termly tracking completed (CT) Termly Monitoring (TL and SENCO) Termly Pupil Progress Meetings (SLT) Termly Assessment and Progress Governors Review (SENCO/EHT)	Tracking data shows minimal difference between pupils with SEND and other pupils	Termly
	Medium	To review curriculum provision to ensure it meets the needs of all pupils	Annual LTP review across subjects (SENCO) Whole School Curriculum Review (EDHT)	Position Statements and evaluations are complete Curriculum is evolving year on year to enable equal access	Ongoing
	Medium	To review extended curriculum provision to ensure it meets the needs of all pupils	Annual review of off-site and club provision (Events Manager and EHT) Review of termly off-site opportunities (TL/SENCO)	All pupils participate in extended curriculum opportunities	Autumn 2 annually
	Short/Long	To provide resources to address the needs of specific learning difficulties e.g. dyslexia	Ongoing review of resources (SENCO) upon reflection of learners' needs	Resources are in place to assist pupils with specific learning difficulties	Ongoing

Children are supported by a team of teaching staff.	Short/Medium	To provide all teachers and LSA's information and training to support the needs of all pupils.	Identify access needs upon admission and ensure staff are confident in supporting the needs of pupils. Arrange training as and when needed. LSA fortnightly training used to upskill LSAs(SENCO). SENCO to support with handover of children to the next year group (CT/SENCO).	Pupils are able to participate in school life with appropriate support given. Staff are confident in their ability to meet the needs of all children.	Ongoing
	Short	To provide an Education Plan for all children on the SEND register detailing additional specific support	Termly review of targets and support by Classteachers overseen by SENCO	Support enables children with SEND to make good progress and diminish gaps	Ongoing
	Short/Long	To provide lunchtime support to enable all pupils to engage in enjoyable and successful lunchtimes	Termly review of behaviour of individual learners to identify targeted children for Lunchtime Club support and adult monitoring.	Pupils attend Lunchtime club to ensure they have an enjoyable and successful lunchtime	£2,950
Aim 2: Improve and maintain access to our school site					
<p><i>Our school is committed to ensuring equal access to all areas of the site as far as possible. The environment is adapted to the needs of pupils and visitors as required. This includes:</i></p> <ul style="list-style-type: none"> • Ramps • Main entrance buzzer • Corridor width • Accessible toilets • Library shelves at wheelchair-accessible height <p><i>And flexible provision for:</i></p> <ul style="list-style-type: none"> • Accessible changing facilities • Accessible parking bays 	Medium	To ensure access for parents and pupils with disabilities to classrooms through careful and flexible allocation of classrooms	Evaluate accessibility requirements on an individual basis (EHT/SENCO)	Individual needs are considered and parents and pupils have access Feedback from parents and pupils with access needs is positive	As required
	Short	To improve visibility of internal access to classrooms	Evaluate need (SENCO) Provide hi-visibility tape strips around classroom doorframes	Tape is around doors No accidents around doors due to poor visibility	Ongoing £50
	Short	To provide alternative drop off/pick up arrangements for parents with disability	Adjust drop off/pick up arrangements for parents with disability	Parents with disabilities able to access school site	
Aim 3: Improve the delivery of information to pupils and the wider community with a disability					
<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • Internal signage • Emergency lighting • Large print resources (as required) 	Short	To provide alternative drop off/pick up arrangements for parents with disability	Adjust drop off/pick up arrangements for parents with disability	Parents with disabilities able to access school site	

<ul style="list-style-type: none">• Basic Makaton• Pictorial or symbolic representations					
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4. Monitoring Arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be approved by the Full Governing Body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Equality Act (2010) Further Advice (Feb 2013)
- SEND Code of Practice (Jan 2015)
- Statutory Guidance on Supporting Pupils with Medical Conditions (Apr 2014)
- Equality Information and Objectives (public sector equality duty) statement for publication
- Special Educational Needs and Disabilities (SEND) Information Report
- Health and Safety Policy
- Safeguarding and Child Protection Policy
- Supporting Pupils with Medical Conditions Policy
- Complaints Policy

Appendix 1: Accessibility Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1 floor	Flexible allocation of classroom when required	Headteacher	As and when required
Corridor access	Early Years access via main entrance and KS1 access via double doors	Assistance opening doors as and when required	Any member of staff	N/A
Classrooms	Access to all classrooms	Flexible allocation of classrooms throughout the time child is at school	Headteacher	As and when required
Field	Access via steps and grassed hill	Ensure steps are kept clear at all times. Check hand rails are in good working order and markings on steps remain clear.	Site Manager	Daily site walk
Parking bays	Staff car park has a visitor's space available for disabled visitors.	Priority parking for visitors with blue badge.	Site Manager	As and when required
Reception Area and Entrances	Door buzzer on main reception door	Receptionist to assist opening doors as and when required	Receptionist	As and when required
Ramps	Ramp access to front door, perimeter of school building	Ensure ramps are kept clear at all times	Site Manager	Daily site walk
Toilets	Disabled toilets situated in the main school Reception area	None required		
Internal signage	Fire exit signs are positioned around the building Emergency lighting is in place throughout the school	Checked every month to ensure in good working order	Site Manager	Daily site walk
Emergency escape routes	Emergency lighting and signs indicate emergency escape routes	Checked every month to ensure in good working order	Site Manager	Daily site walk