ACCESSIBILITY PLAN POLICY 2026 – 2028

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Statement of intent

This plan outlines how **Wolviston Primary School** aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where 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.

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 will 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.

Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

Roles and responsibilities

The Governing Body will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The Headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

The Accessibility Audit

The Governing Body will undertake an **annual** Accessibility Audit. 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.

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

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

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

	Targets	What	Who	When	Outcome	Review
Short term	To ensure that the resources to support access to the curriculum for all pupils are available for current co-hort.	Audit current resources and identify additional resources needed to enable pupils to access the curriculum. Secure funding to purchase resources	Headteacher, teachers, SENCO	On-going	Additional resources identified and purchased.	Annual review
Medium term	To meet the needs of pupils with SEND during statutory end of KS2 tests. School visits and activities to take into account pupils with SEND.	Pupils assessed in accordance with regular classroom practice, additional time, use of equipment applied for as needed.	Teachers, SENCO	On-going	Barriers to learning will be reduced or removed, enabling children to achieve their full potential. Planning of visits takes into account pupils with SEND	Annual review
Long term	To continue to train staff to enable them to meet the needs of children with a range of SEND	SENCo to review the need of children and provide training for staff as needed	Headteacher, SENCO	On-going	Staff are able to enable all children to access the curriculum	Annual review

Planning duty 2: Physical environment

	Targets	What	Who	When	Outcome	Review
Short term	To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all	Annual audit of school buildings and grounds. Suggest actions and implement as budget allows.	Estates Manager/Head Teacher	Summer 2026	Where possible, modifications will be made to the school building to improve access.	Annual
Medium term	Classrooms are optimally organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture, equipment and colour scheme to support the learning process in classrooms and working areas as budget allows	Head Teacher/ Teacher/Office Manager	On-going	Lessons start on time without the need to make adjustment to accommodate the needs of individual pupils	Annual review
Long term	Ensue school buildings and grounds remain accessible and maintained	Review reports and suggestions	Head Teacher/Estate Manager	On-going	Where budget allows improvements	Annual

Planning duty 3: Information

	Targets	What	Who	When	Outcome	Review
Short term	The school makes itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested	Contact LA and other agencies which work with school	SENCO, ICT manager	As required	Information provided in alternative formats	Annual
	To ensure that all parents and other members of the school community can access information	Written information will be provided in alternative formats as necessary.	Head Teacher/ SENCO, ICT Manager	As required	Written information will be provided in alternative formats as necessary	Annual
Medium term	To ensure that parents who are unable to attend school, because of a disability, can access parent's evening.	Staff to hold parents' evenings by telephone or send home written information	Teachers	As required	Parents are informed of children's progress	Annual
Long term	School website accessible to SEND pupils	Audit of website	Head Teacher/ICT manager	As required	Website is fully accessible	Annual

Monitoring and review

This plan will be reviewed on an **annual** basis by the governing board and headteacher. The next scheduled review date for this plan is **Autumn Term 2028**. Any changes to this plan will be communicated to all staff members and relevant stakeholders.