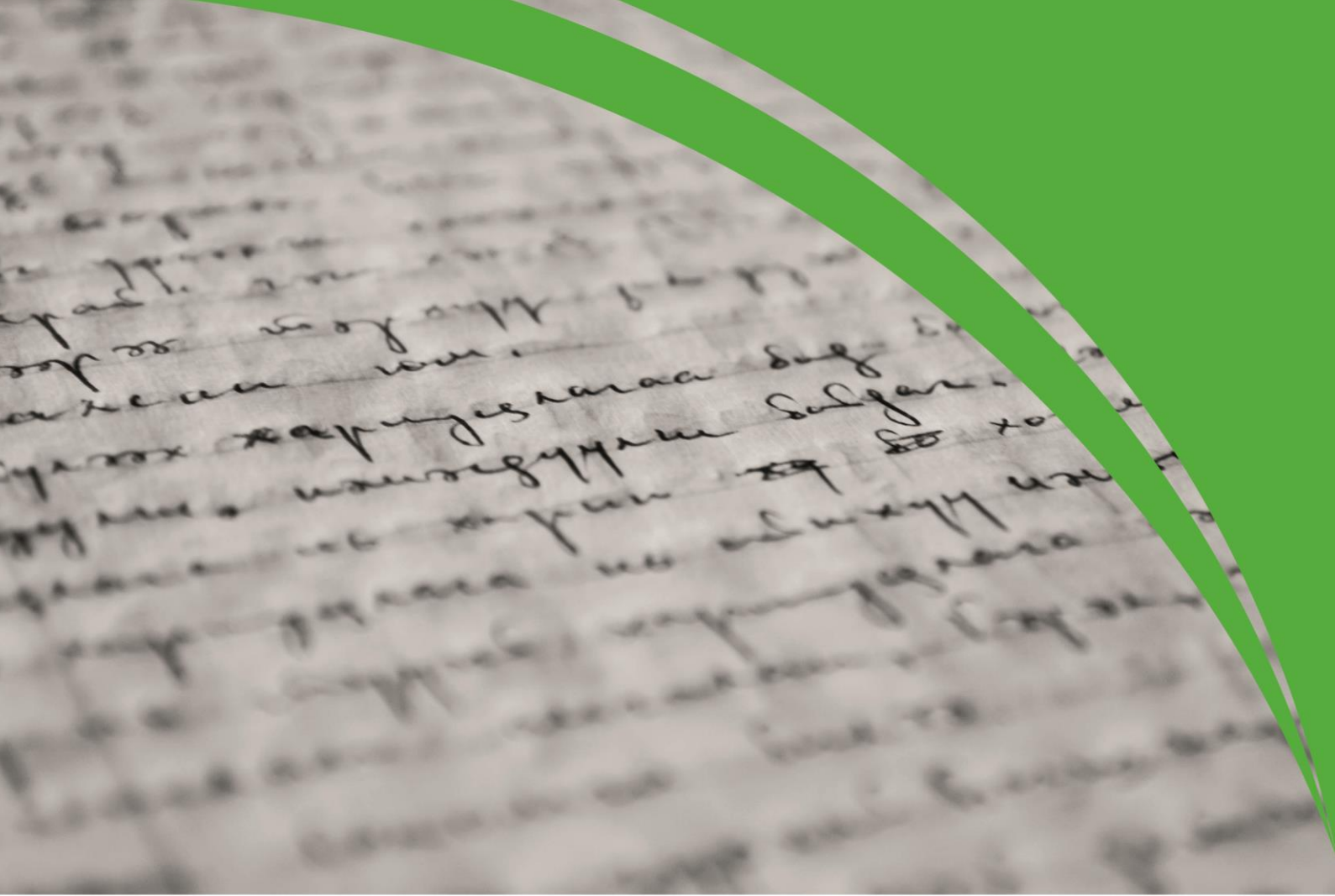




Accessibility Plan 2026-2027

Key Document Details

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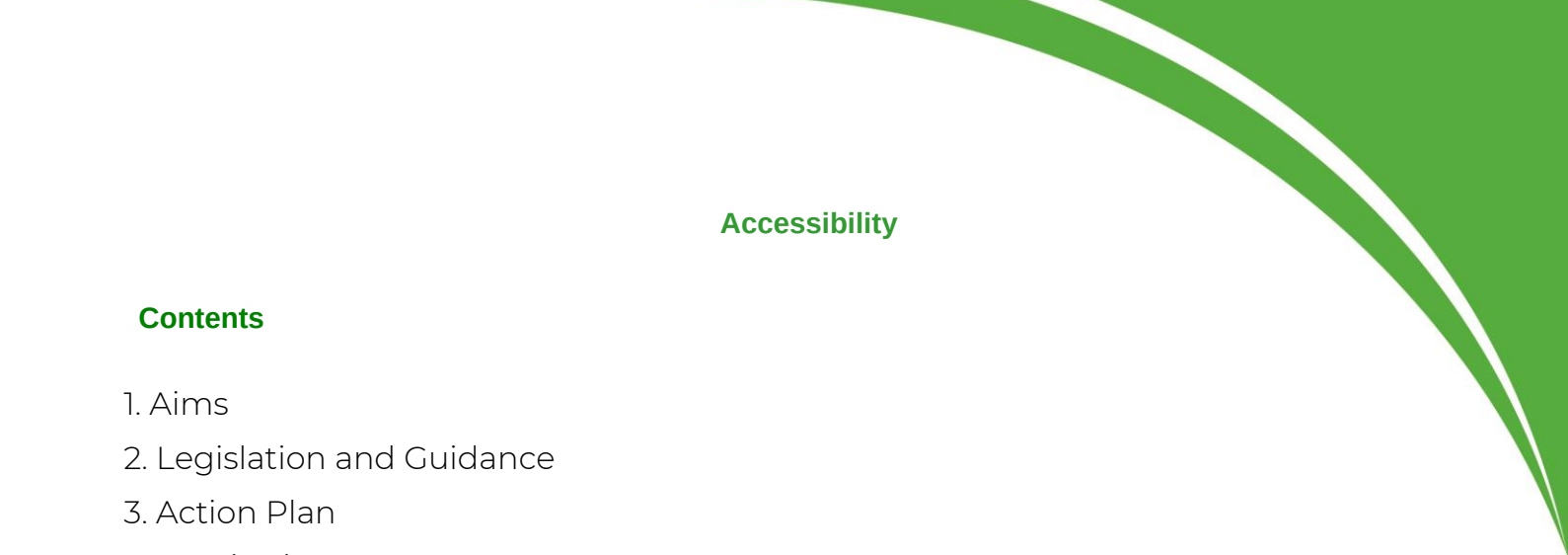
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Accessibility

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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. This involves providing access and opportunities for all pupils without discrimination of any kind. At Haydon Wick Primary School, we are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

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

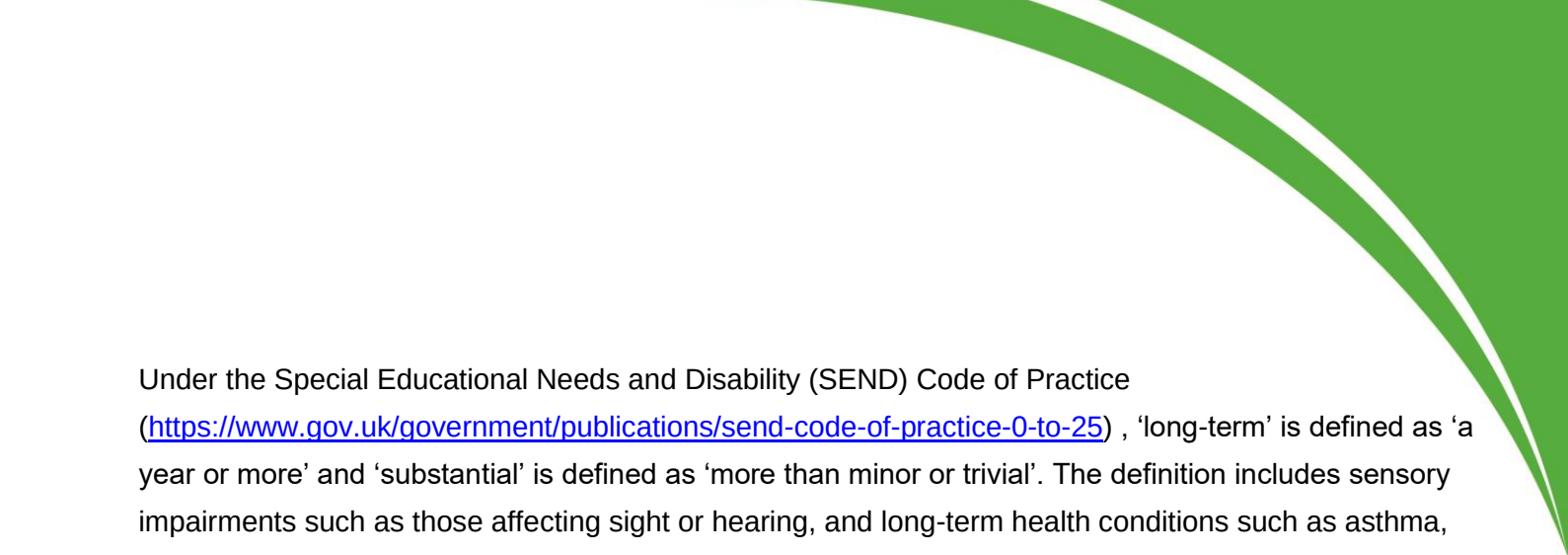
Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan and works as part of The White Horse Federation multi academy trust.

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 staff and governors.

2. Legislation and Guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 (<https://www.legislation.gov.uk/ukpga/2010/15/schedule/10>) and the Department for Education (DfE) guidance for schools on the Equality Act 2010 (<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>).

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

(<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, the provision of an auxiliary aid or adjustments to premises. This policy complies with our funding agreement and articles of association.

3. Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Curriculum progress is tracked for all pupils, including those with a disability. All children on the SEN register have a pupil profile and star cards. These set out individual targets that are shared with pupils, parents and all the staff. The pupils also have a passport in place that informs staff on individual needs.	Pupil Profiles are up to date and forms a key part of the planning and assessing process for all staff. Pupil passports are up-to-date and have the views of the pupils and parents on them.	Review every term.	Class Teachers and SENCO	Updated every term.	Pupils with SEN are included in their learning of the curriculum. Pupil Profiles in place and highlighted to support the needs of individual children. Clear, precise targets on the Star Cards are SMART targets and children and teachers are aware of these and scaffold these in classes for the children. Systems in place for monitoring academic, social progression and scaffolding.
	We use resources tailored to the needs of the pupils who require support to access the curriculum.	Incorporate Quality First teaching into all planning. Staff to use and access WIDGET for resources.	Review during termly learning walks Review at each data point in Pupil Progress meetings	Class Teachers	Updated every term	Improved access to the curriculum for all pupils. Staff and pupils know targets and are supported to achieve these through the resources available to them.
	Monitor how well pupils with disabilities are achieving	Identify which pupils with disabilities are SEN and those who are not.	Review at each data point in Pupil Progress meetings	Class teachers/ SLT	Updated every term	Systems in place to monitor academic and social

	academically and socially. Targets are set effectively and are appropriate for pupils with additional needs.	Include personalised learning plans, as appropriate. All new staff to be aware of any plans through induction. Use of WIDGET to support teachers to tailor resources for individuals.	Review coverage and SMART targets on a termly basis with SENDCO during SEN clinics.			progression and scaffolding. Parents/carers are involved in process and feel informed of their child's progress.
	The curriculum is reviewed to ensure it meets the needs of all pupils. Use RAG assessments and additional interventions to record and analyse extra SEN data.	Adapt curriculum if needed for children with SEN e.g., some children have interventions or scaffolded work. Consolidate the new system for Tracking Progress of all SEN children. Use of WIDGET for scaffolded resources.	Review impact of interventions termly through regular assessment and track the progress of pupils. Use of CAT4, GL progress tests, NGRT tests for core subjects and Little Wandle phonics assessments for progress for SEN children. HAST and Salford assessments carried out to monitor reading and spelling age.	Class teachers, TA's and SENCO	Update termly	All children make progress for their starting points. Increased pupil participation. Improved access to the curriculum for all pupils which creates individual support for children, monitors achievements of SEN, evaluates support and interventions and is adapted to the needs of the children and will ensure SEN children make progress.
	Promote positive attitudes towards pupils and all others with disabilities. Ensure that the school has an inclusive nature in all elements of the curriculum and school life.	Celebrate and highlight key national and local events such as Paralympics, deaf awareness and learning Disability week. Promote outside visits from key groups. The school has a DLC (Diverse Learner Council). The group meet with the SENCO termly. They focus on a particular need and how it is supported in school. They deliver their	Invite speakers of different abilities into school to support pupil's awareness.	Class teachers, TA's and SENCO	Update termly	Pupils are demonstrating that they understand and have a positive attitude towards disability.

		feedback to the rest of the school and teachers.				
Improve and maintain access to the physical environment	The environment is adapted to the needs of the pupils as and when required.	Kept under review and adapt as and when necessary.	Risk assessments and health and safety audits are completed.	Sodexo/EEFL /Estates Team/ Principal	On-going	Access to school buildings and site meet the needs of the school community.
	Access to the school buildings and site can meet diverse pupils and parent's needs.	Keep under review and continue to audit disabled toilets as necessary. Review parking permits for parents with disability to ensure children are at school on time. Disabled car parking spaces are available in the spaces closest to the building.	Risk assessments and health and safety audits are completed.	Sodexo/EEFL /Estates Team/ Principal	On-going	Where it can be reasonably achieved, the school building continues to be accessible for all. Access to the school site meet the needs of the school community.
	Clear signs around the school premises and within the school building. Disabled toilets accessible for adults and pupils.	School site is clean and safe as well as accessible for all of the school community.	Risk assessments and health and safety audits are completed.	Sodexo/EEFL /Estates Team/ Principal	On-going	Where it can be reasonably achieved, the school building continues to be accessible for all. Pupils and adults have access to a disabled toilet with adequate fixtures/ fittings.
	Decoration and alterations to the school are regularly carried out to maintain high standards.	School site is clean and safe as well as accessible for all of the school community	Risk assessments and health and safety audits are completed.	Sodexo/EEFL /Estates Team/ Principal	On-going	Where it can be reasonably achieved, the school building continues to be accessible for all.
Improve the delivery of information to pupils with a disability	Our School uses a range of communication methods to ensure information is accessible for all. This includes: Internal signage, large print resources	The school office will support and help parents to access information and complete school forms. Our admin team and the	As required	Office/ Staff	On-going	Parents and carers to feel welcome in the school.

	if requested, letters printed on different coloured paper, pictorial or symbolic representations WHF market team ensure that the website and all documents that are accessible via the school website can be accessed by all. Where possible, access to translators, sign language interpreters to be considered and offered for any meetings.					
	Provide information and letters in clear print in 'simple' English. For EAL parents, ensure that letters are translated into their spoken language.	Provide information to parents in simple English so that messages are clearly understandable Translate, wherever possible, letters for parents who are EAL into their spoken language	As required	Office/ Staff	On-going	Parents and carers to feel welcome in the school.
	School office will support and help parents to access information and complete school forms if necessary.	School office will support and help parents to access information and complete school forms if necessary.	As required	Office/ Staff	On-going	Parents and carers to feel welcome in the school.
	School website and all documents accessible via the school website can be accessed by all school community users	Provide information to parents in simple English so that messages are clearly understandable Translate, wherever possible, letters for parents who are EAL into their spoken language. Our admin team and the WHF marketing team	As required	Office/ Staff/ WHF marketing team	On-going	Parents and carers to feel welcome in the school. Website is fully accessible for all.

		ensure that the website and all documents that are accessible via the school website can be accessed by all.				
	Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems.	Access to translators, sign language interpreters to be considered and offered if possible. Translate, wherever possible, letters for parents who are EAL into their spoken language	As required	Office/ Staff	On-going	Website is fully accessible for all. Parents and carers are fully informed with what is happening in school. Parents and carers will feel welcome in the school.

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 Principal and Local Board of Governors.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Single storey building	Guttering to be cleaned/cleared and accessed to stop water from entering the school.	Estates Team	As and when required
Classroom access	Step up into classes from outside in KS2 – 4 classroom (Otters, Badgers, Jaguars and Tigers)	Review wheel-chair access into these classes. Temporary ramps are used for access for children using wheelchairs.	Estates Team	As and when required
Lifts	No lifts in school – single storey building			
Parking bays	Disabled parking bays in car park	Ensure these are clearly signposted for visitors.	Estates Team	As and when required
Entrances	Accessibility to opening main reception door for parents/carers/ pupils in a wheelchair.	Review access to the main reception – door.	Estates Team	As and when required

Toilets	One disabled toilet which is suitable for wheelchair users	Ensure all fittings are present and that access in and out of room is accessible for outside the room.	Estates Team	As and when required
Reception Area/ car park	Wider door to allow ease of access Pavement drop for ease of accessing school property	Weight of door – can wheelchair users access unaided. Drop curve for wheelchair users to access school site with ease.	Estates Team	As and when required
Internal signage	Signs on internal doors updated	Review signage – order new signs for internal doors and when necessary	Principal and site manager	Termly
Emergency escape routes	Fire exits clearly sign posted	Fire exits are used during fire alarm practices termly.	Principal and site manager	Reviewed termly