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Occupational Health & Safety

DATE: June 2025

Accessibility Plan

Wootton Wawen C of E Primary School

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

Wootton Wawen C of E Primary 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.

<p style="color:red; text-align:center">"Nurture, Inspire, Achieve"
Wootton Wawen C of E Primary School is committed to promoting a positive and diverse culture in which all staff and young people are valued and supported to fulfil their potential irrespective of their age, disability, race, religion, belief, sex or sexual orientation."</p>

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.

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, pupils and governors.

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.

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3. Purpose
The plan sets out proposals to increase access to education for disabled pupils in the 3 areas required areas as stated in the planning duties in the act:
- Increase the extent to which disabled pupils can participate in the school curriculum
- Improve access to the physical environment of the school
- Improve the delivery of the information

The school also recognises its responsibility towards disabled staff and will:
- Monitor recruitment procedures to ensure that all people with disability are given equal opportunities
- Ensure that staff with disabilities are supported with special provision to ensure that they can work effectively
- Where necessary, make reasonable adjustment to enable staff to fully access the workplace.

4. Overall Strategy
We aim over time to increase the accessibility of provision for all pupils, staff and visitors including those with disabilities. Our strategies include:
- setting admission criteria which does not discriminate against pupils with disabilities or treat them unfairly
- having high expectations of all pupils be they disabled or able bodied
- finding ways in which all pupils can take part in the full curriculum including sport, music, and other extra-curricular activities
- planning out-of-school activities including all school trips so that pupils with disabilities can participate
- devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities
- planning the improvement and the modification of the physical environment of the school to cater for the needs of pupils with disabilities as resources allow
- raising awareness of disability amongst all school staff
- providing written information for pupils with disabilities in a form which is user friendly
- using language which does not offend in all literature and making staff and pupils aware of the importance of such language
- introducing whole school use of electronic tablets to enable material to be viewed and heard in different formats thus improving access of materials for visually impaired, hearing-impaired pupils amongst others

It is important that regular monitoring occurs to ensure that pupils with disabilities are not being disadvantaged and that this will lead to action planning.

Strategy 1
Increasing the extent to which disabled pupils can participate in the school curriculum, it is our aim to:
1. Audit pupils, who require learning support, at the Induction Interview, to assess the differentiated resources available to them.
    - Provide training to all staff on the importance of adaptations to the curriculum and its delivery within the classroom.
    - SENCO to work closely with Headteacher and teachers to ensure that all lessons are accessible to all pupils

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- Teaching staff to liaise with SENCO and Teaching assistants prior to lessons so that support is fully utilised.

2. Ensure equal access for disabled pupils to co-curricular activities and school visits.
   - Risk assessment and planning of trips to include accessibility references
   - Analyse co-curricular activities to ensure inclusion of pupils with disability and on the SEND List and those who have an Education Health and Care Plan

3. Ensure that all pupils feel supported and included within the school.

Strategy 2
Improving access to the physical environment of the school.
This is to enhance the extent to which disabled pupils can take advantage of the educational opportunities within the school.

It is our aim to enhance physical access and improve accessibility where possible in the context of the above statement.

We will carry out an annual access audit to inform improvement of the physical environment of the school.

We will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, to include improved access, lighting, acoustic enhancement and colour schemes and more accessible facilities and fittings.

We aim to improve the following over time within constraints on resources:

- Access to/from the school:
  - Provide a designated disabled parking space
  - Install ramps next to existing steps where appropriate to improve pedestrian and wheelchair access
- Lighting
  - Provide adequate lighting in all areas of the school environment
- Toilets
  - To have sufficient disabled toilets available along with appropriate hand washing facilities.
- Lifts
  - Lifts to be provided in all new buildings.

Strategy 3
Improving the delivery of information (to disabled pupils, staff, visitors and parents).
We aim to:
- Provide written materials in alternative formats as requested, for example we can provide large print copies of appropriate school documents if requested, as communicated at the start of any pupil's attendance at the school.

5. Action plan

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

Aim	Current good practice Include established practice and practice under development	Objectives State short, medium, and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Strategy 1: Increase access to the curriculum for pupils with a disability.	Our school offers a broad, balanced and inclusive curriculum for all pupils. The school curriculum and Collective Worship aims to develop pupils' awareness of disabilities.	Pupils with a disability have access to a broad and balanced curriculum.	Termly monitoring of accessibility to teaching and learning.	SENDCO Headteacher (HT)	Each term	Pupils will achieve consistently well and make good progress throughout the curriculum.
	We use resources tailored to the needs of pupils who require support to access the curriculum.	Pupils are given access to support resources in each lesson as necessary.				
	We ensure there is a fair visual diverse representation of gender, religion, race, disabilities and beliefs around the school and in curriculum resources.	All teachers provide adapted scaffolds and adaptations in their teaching to support the needs of the learners in the room.	Adaptive teaching approaches shared via CPD.	SENDCO HT	Termly	
	Curriculum progress is tracked for all pupils, including those with a disability.		Adapted teaching methods observed in lesson monitoring.			
	Targets are set effectively and are appropriate for pupils with additional needs through Learning Plans	Increased participation in school activities.	Audit participation in extra-curricular activities and identify barriers to access.	HT Sports Premium Lead Governors	Annually	All pupils encouraged to join a wide variety of extra curricular activities.
	The curriculum is reviewed annually to ensure it meets the needs of all pupils.					

	Learning environments offer reasonable adjustments where necessary, including: - Seating - Tables - Resources - Walkways	All pupils have access to all areas within the classroom.	Audit classroom provision.	Class teachers SENDCO SEND Governor	On-going	All pupils have access to all areas within the classroom.
Strategy 2: Improve and maintain access to the physical environment.	The environment is adapted to the needs of pupils, staff and visitors as required. This includes: • Accessible front entrance via sloping path. • Access to the playground via ICT suite with clear walkway. • Library shelves at wheel-chair accessible height. • Disabled toilet facility. • Corridor width is accessible.	To increase site access for all those using the site. To ensure all staff familiar with evacuation procedure for all pupils or visitors with a disability.	Ensure all stairs are kept clear. Identify needs of individuals when allocating classrooms. Identify needs of individuals when considering evacuation procedure.	All staff SENDCO HT	On-going	All pupils, families, staff and visitors will be able to access the school site safely.
Strategy 3: Improve the delivery of information to pupils, families, staff and visitors with a disability.	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print available for those who need it.	To ensure all within the school community have access to our newsletter, website and letters.	Review accessibility of letters and newsletters for parents.	HT HT	Annually	All parents to engage with the reading of letters and newsletters.

• Pictorial or symbolic representations for learning resources utilising Communicate in Print software.	Pupils undertaking Key Stage 2 assessments have access to modified test papers.	Ensure alternative formats for key stage assessments are ordered in Autumn term / as DfE requires.			Pupils undertake the key stage assessments successfully.

6. 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 local governing board.

7. Links with other policies

This accessibility plan is linked to the following policies and documents:
- Health and safety policy
- Equality and diversity policy
- Special educational needs (SEND) policy
- Supporting pupils with medical conditions policy

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Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Corridor access				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				
Classroom access				
Playground				
Field				
Beech Hut				