



Wawne Primary School

Accessibility Policy and Plan

November 2025

Contents:

Statement of intent

1. Legal framework
2. Definition
3. Roles and responsibilities
4. Accessibility Plan
5. Equal opportunities
6. Admissions
7. Curriculum
8. Physical environment
9. Monitoring and review

Appendices

- a) Accessibility Plan

Statement of intent

Wawne Primary School is committed to taking all steps to avoid placing anyone at a substantial disadvantage and works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The school is active in promoting an inclusive positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parent questionnaires and discussions.

This policy must be adhered to by all staff members, pupils, parents and visitors.

1. Legal framework

This policy has due regard to legislation including, but not limited to, the following:

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

This policy will be used in conjunction with the following school policies and procedures:

- Equality Information and Objectives Policy
- Early Years Foundation Stage (EYFS) Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equal Opportunities at Work Policy
- Admissions Information
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Anti-Bullying Policy
- Curriculum Policy
- Health and Safety Policy

- School Development Plan
- Data Protection Policy

2. Definition

In line with the Equality Act 2010, “**indirect discrimination**” is defined as where a provision, criterion or practice is discriminatory in relation to a person’s protected characteristics, where:

- The provision, criterion or practice applies, or would apply, to people without those protected characteristics.
- It puts, or would put, people with those protected characteristics at a disadvantage compared to those without.
- The school cannot show that the provision, criterion or practice is a proportionate means of achieving a legitimate aim.

The “**protected characteristics**” are: age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

A person is defined as having a “**disability**” if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities.

3. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning, including the school’s Accessibility Plan, adheres to and reflects the principles outlined in this policy.
- Approving this policy and the Accessibility Plan before they are implemented.
- Monitoring this policy and the Accessibility Plan.

The headteacher will be responsible for:

- Creating an Accessibility Plan with the intention of improving the school’s accessibility, in conjunction with the governing board and in line with the school’s legal obligations and the principles outlined in this policy.
- Ensuring that staff members are aware of pupils’ disabilities and medical conditions where necessary.
- 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 policy and the Accessibility 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.

All staff members and governors will partake in whole-school training on equality issues related to the Equality Act 2010. Designated staff members will be trained to effectively support pupils with medical conditions, e.g. understanding how to administer insulin, in line with the Administering Medication Policy.

4. Accessibility Plan

The school's Accessibility Plan demonstrates how access will be improved for pupils, staff, parents and visitors to the school within a given timeframe.

It will be presented as a freestanding document and is available on the school website.

The Accessibility Plan will be structured to complement and support the school's Equality Information and Objectives Policy, as well as the Special Educational Needs and Disabilities (SEND) Policy.

The plan has the following key aims:

- To increase the extent to which disabled pupils can participate in the curriculum
- To improve and maintain the school's physical environment to enable disabled pupils to take advantage of the facilities and education on offer
- To improve the availability and delivery of written information to disabled pupils, in particular that which has already been produced for pupils who are not disabled.

The intention is to provide a projected plan for a three-year period ahead of the next review date, which will be November 2028. If it is not feasible to undertake all the plans during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans.

The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.

The Accessibility Plan will be used to measure where reasonable adjustments need to be made in order to accommodate the needs of people with disabilities. It will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.

The school will collaborate with the LA in order to effectively develop and implement the plan. The LA will prepare accessibility strategies based on the same principles as the school's Accessibility Plan. The LA will also provide auxiliary aids and services where necessary to help the school provide suitable support to pupils with disabilities.

An access audit will be undertaken by the governing board and SENCO annually.

During Ofsted inspections, the inspectorate may include the school's Accessibility Plan as part of their review. Both this policy and the Accessibility Plan will be published on the school website.

5. Equal opportunities

The school strives to ensure that all existing and potential pupils are given the same opportunities, and is committed to developing a culture of inclusion, support and awareness. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.

Staff members will be aware of any pupils who are at a substantial disadvantage due to their SEND and will take the appropriate steps to ensure the pupil is effectively supported. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need. The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

6. Admissions

The school will act in accordance with its Admissions Policy. The same entry criteria will be applied to all pupils and potential pupils.

The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school. All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.

Information will be obtained on future pupils in order to facilitate advanced planning. Prospective parents of statemented pupils, and pupils with SEND, are invited to a transition meeting prior to the pupil starting school in order to discuss the pupil's specific needs.

7. Curriculum

The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs. No pupil will be excluded from any aspect of the school curriculum due to their disability. The school aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.

Teaching staff and the SENCO will work together to ensure that the pupil's EHC plan is implemented, and that the teaching of that subject is adjusted for the pupil wherever necessary in line with their EHC plan. Where any amendments to the provisions of the plan need to be amended or adapted to allow the pupil to reach their full potential in a given subject, advice will be sought from outside agencies where necessary.

Where areas of the curriculum present challenges for a pupil, these will be dealt with on an individual basis. The class teacher, in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability.

Curricular activities involving physical activity or exercise, e.g. PE lessons, will be adapted, wherever necessary and possible, to ensure disabled pupils can participate in a valuable way in lessons.

There are established procedures for the identification and support of pupils with SEND in place at the school. Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching, e.g. 'pupil passports'.

The school ensures that specialist resources – including physical resources, e.g. large-print books, and human resources, e.g. learning support assistants – are available and appropriately deployed for pupils who require or would benefit from them to fully participate in the curriculum.

8. Physical environment

The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises. There are no parts of the school to which pupils or staff with disabilities have limited or no access to.

The school will ensure that accessibility audits are conducted for those within the school community to ensure that specific needs are taken into account; however, in general, the school will make its best endeavours to anticipate potential access needs that may be encountered in the future and to ensure that the physical environment is as accessible as possible for all current and prospective pupils.

The specific ways in which the school will ensure its physical environment is accessible in full to all members of the school community, irrespective of any protected characteristics, are detailed within the school's Accessibility Plan.

9. Monitoring and review

This policy will be reviewed on an annual basis or when new legislation or guidance concerning equality and disability is published. The governing board and headteacher will review the policy in collaboration with the SENCO.

Equality impact assessments will be undertaken as and when school policies are reviewed.

Planning duty 1: Curriculum increase the extent to which pupils with additional needs can access the school curriculum.

	Aim	Action	Who	When	Outcome criteria	Review
Short term	To ensure that the school complies with the Equality Act by ensuring all policies and provision reflect inclusive practice and procedure.	Review all policies to ensure that they reflect inclusive practice and procedure.	Headteacher, Lead teachers, SENDCO	Ongoing	All policies are compliant with the Equality Act and school practice and procedures are inclusive for all pupils/staff and parents.	November 2028
	To ensure that all children have access to a broad and balance skills and knowledge based curriculum.	Establish secure school Curriculum Intent, Implementation and Impact with newly devised whole school curriculum. Monitor teaching and learning to ensure all children are being offered: • A differentiated curriculum • A range of support including that from trained teaching assistants • Multimedia and ICT opportunities that	Headteacher, Teachers, Teaching Assistants	Ongoing	Monitoring shows that all children have access to a broad and balanced curriculum that takes into account their learning styles and enables them access to relevant equipment to ensure they learn and reach their potential.	November 2028

		support most curriculum areas • Specific equipment sourced from Occupational Therapy (where necessary)				
Medium term	To ensure that all staff members have the skills to support pupils with SEND	INSET provided to staff members (internal/external) Training for teachers on differentiating the curriculum	Headteacher, external advisors, SENCO	Ongoing	Staff members have the skills to support children with SEND	November 2028
Long term	To ensure that more able pupils are making proportionate progress.	Provide challenge opportunities and differentiated learning.	Headteacher Teachers	Ongoing	More-able pupils are able to access opportunities for challenges and additional experiences to support wider learning and reaching of greater depth.	November 2028

Planning duty 2: Physical environment

Improving the physical environment of the school to increase the extent to which pupils with additional needs can take advantage of their education and associated services.

	Aim	Action	Who	When	Outcome	Review
Short term	To ensure that the medical and additional needs of all pupils are met fully within the capability of the school.	To work with parents, pupils and external agencies to identify training needs and establish protocols where necessary.	Headteacher SENDCo	Ongoing	School is aware of accessibility barriers to its physical environment, and will make a plan to address them	November 2025
Medium term	To ensure parents with additional needs have every opportunity to be involved within the capability of the school.	To adopt a proactive approach to identifying the access needs of parents with additional needs.	Headteacher SENDCo SBM Caretaker	Ongoing	All parents supported within school where necessary and have full access.	November 2025
Long term	To enable the additional needs of pupils to be met where possible.	Take into account the needs of pupils, staff and visitors with physical and sensory difficulties when planning and undertaking future improvements and refurbishments of the school site.	Headteacher SENDCo SBM Caretaker	Ongoing	All pupils with additional needs have full access to the physical environment of the school.	November 2025

Planning duty 3: Information

Improving the delivery of information to pupils, staff, parents and visitors with additional needs in accessible formats.

	Aim	Action	Who	When	Outcome criteria	Review
Short term	To make available written material in alternative formats when specifically requested.	Alternative formats to be made available to parents as and when requested	Headteacher SBM	As and when required	Alternative formats are available when requested	November 2025
Medium term	Documentation accessible to all pupils with additional needs	Identification of additional needs and specific requirements for access to documents.	Headteacher SENDCo	As and when required	Alternative formats are available when requested for pupils	November 2025
Long term	To raise the awareness of adults working at and for the school on the importance of good communication to meet the needs of all pupils and stakeholders with additional needs.	Staff induction meetings, staff training, and appraisal to include a focus on the importance of good communication to ensure accessibility for all.	Headteacher SENDCo	Ongoing	Effective communication for all stakeholders.	November 2025