Accessibility Policy

3 YEAR PLAN 2026-2029

Approved by: Hazel Richards
Last Reviewed on: October 2026
Next Review Date: October 2027

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

Wilkinson Primary School has high ambitions for all its disabled pupils and expects them to participate and achieve in every aspect of school life. We have a caring, supportive ethos that seeks to value all individuals and treat them fairly and with respect. Our school promotes equality of opportunity for disabled people, pupils, staff, parents, carers and others who use the school.

By promoting a positive attitude towards disabled people we aim to eliminate discrimination and harassment related to disability and thereby fulfil an essential component of our ethos.
We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

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.

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 nondisabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary.

The Accessibility Plan shows how access is to be improved for disabled children, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practical. Attached is a set of actions showing how the school will address the priorities identified in the plan.

Information from pupil data and school audit

Wilkinson Primary School is a two-form entry school, spanning Nursery to Year 6 with an additional facility for two year olds. The majority of children who attend the nursery go on to attend Reception. Initial information to establish the profile of the pupils in Nursery and their needs is gathered by school staff. The information is collated prior to starting school by:

- Parent meetings.
- Induction meetings
- Information gathered from previous settings and providers

Annual questionnaires are sent to parents asking for information on disabilities. The parents are asked to explain how school could help in addressing the needs of the child who is attending Wilkinson Primary School. This feeds into and informs the points for action including:

- Written information
- Physical environment
- Curriculum access

Information Gathering in relation to the recruitment, development and retention of disabled employees

Wilkinson Primary School follows Local authority guidance on the collecting of information on disabled employees and the recruitment of new staff. This information will be available on the Local authority school staffing database. It will be analysed by our school to show where disabled staff are deployed across the school. Other areas of analysis will cover: seniority, TLR payments, permanency of staff, CPD, disciplinary and capability proceedings, harassment and bullying, sickness and those leaving the profession early. Those staff who voluntarily provide information will be assured that it is used confidentially to inform working practice and conditions.

All staff will be supported by the Local authority agreed policies on sickness and returning to work. Our school would seek to contact the 'Access to work' scheme to explore possible support to staff if required during their employment.

Views of those consulted during the development of the plan

The Wilkinson Primary School Accessibility Plan has been developed and drawn up based upon information supplied by The Local Authority, and consultations with children, parents, staff and Governors of the school. Other outside agencies and specialists have also been consulted.

The needs of all pupils and staff, including disabled pupils, are considered when planning and delivering all aspects of the curriculum. It is the responsibility of the school to ensure that teaching matches the learning needs of all children. Each teacher is aware of the individual needs of all of the pupils. This informs the:

- Physical environment
- Curriculum provision
- And the written information shared.

Views of the parents and carers are gathered at the beginning of the year and there are regular occasions throughout the year where details can be updated. Data is stored centrally by the SENCo on each child to inform the accessibility requirements of the school.

Where we have disabled staff, parents and service providers we will provide a response to suggestions on how we can improve our disability scheme and its priorities. This would inform considerations that may be required to make reasonable adjustments

The main priorities in the school's plan

1. Increasing the extent to which disabled pupils can participate in the school curriculum

The needs of all of the pupils of the school are considered when planning the school curriculum. It is the responsibility of the SMT to lead a team of teachers to ensure that the needs of all of the pupils are met.

In order to ensure that all children are catered for, the SENCo works closely with the Headteacher and each member of SMT is in charge of their team.

SENCo leading Informal Resource Base
SMT leading Early Years
SMT leading Key Stage 1
SMT leading Lower Key Stage 2
SMT leading Upper Key Stage 2

A detailed target setting system for all of the children with special needs has been used. This highlights the specific needs of each child including those with disabilities and targets their curriculum provision. It also gives bespoke methods or equipment needed so that each child can have equal access to the curriculum.

Where necessary, outside agencies are contacted for specialist support e.g. Autism Outreach team, physiotherapists, support for behaviour management, support from the Educational Psychologist, Speech and Language.

All classrooms are able to access the outdoor environment through exits which have wheelchair access. There is a lift so that all stakeholders can go from level to level and also access the outside environment.

See action plan for increased access to the curriculum.

2. Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

Wilkinson Primary School is a two-storey building with double doors in all main areas. There is disabled access from each classroom or exit point to the outside footpaths and yard area.
The main doors operate on a mechanised system, leading to a secure lobby and the office hatch is at a suitable level.
There are 3 designated disabled toilets.
On site car parking for visitors includes disabled parking bays
The school has internal emergency signage and escape routes are clearly marked

3. Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

All information shared takes account of the needs of the pupils. Advice is sought from specialist agencies e.g. hearing impairment agency with regards to specific needs, when they arise e.g. large print needed or use of a hearing aid.

The views of the parents/pupils and staff are taken account of on a regular basis, this informs the way that written information is delivered.

Preferences of parents will be taken account of. See action plan for increasing the accessibility of written information

Making it happen - Management, coordination and implementation

Wilkinson Primary senior management team e.g. Headteacher, Assistant Headteachers, SMT and Governors will ensure that the 2026-29 Accessibility Plan is managed and implemented.

The Headteacher, Assistant Headteachers and Business Manager will ensure that quotes for work to be carried out are sought and that the needs of the pupils inform the setting of the budget and the three areas of

1. Increasing the accessibility of written information
2. Increasing the accessibility of the physical environment
3. Increasing the access ability of the curriculum

The Accessibility Plan will also coincide with the School Development Plan and the School Self Evaluation Plan and Strategic Overview.

The School Accessibility Plan will be shared and coordinated with other services and agencies e.g.

- With the Local Authority's Accessibility Strategy
- Social services
- Health agencies, particularly in respect of meeting the health needs of the disabled pupils in school.

We will consult with experts when new situations regarding children with disabilities are experienced. The Governors and Senior Leadership Team will work closely with the Local authority.

The attached action plans set out the priorities set by the school to improve accessibility of Wilkinson Primary School under the headings of

- **Increasing accessibility to written information**
- **Increasing accessibility to the curriculum**
- **Increasing accessibility to the physical environment.**

Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary.

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 Information Report
- Supporting Pupils with Medical Conditions Policy
- Curriculum Policy
- Special Educational Needs Policy

Plan to be reviewed: September 2029

Accessibility Plan
& Disability Equality Scheme Activities

School: Wilkinson Primary School **Date:** 2026-2029

Target	Outcome	Timescale	Resources	Person responsible	Monitoring and Evidence
1. Leadership, Governance and Strategic Oversight					
To ensure that equality, diversity and accessibility are embedded within the school's policies, procedures, strategic planning and decision-making processes.	The school fulfils its duties under the Equality Act 2010; equality of opportunity is promoted; needs of disabled stakeholders are identified and considered; Accessibility Plan remains current.	Ongoing, with formal annual review.	Accessibility Plan; Equality Objectives; SEND Policy; Policy review cycle; Arbor MIS	Headteacher; SENCo; Governing Body	Annual policy reviews; Accessibility Plan reviews; Governor minutes; Equality monitoring reports; Arbor audits

2. Access to the Curriculum and Wider School Life					
To ensure that all pupils can fully participate in learning, enrichment opportunities and the wider life of the school through inclusive practice and reasonable adjustments.	Equitable curriculum access; inclusive visits and clubs; learning environments promote independence; staff are skilled; appropriate assistive technology available.	Ongoing.	Support plans; Risk assessments; Visit planning; Assistive technology; External advice; Training programs	Headteacher; SENCo; Teaching Staff; EVC	Learning walks; Progress data; Participation records; Training logs; Provision maps

3. Accessibility of the Physical Environment					
To maintain and develop a physical environment that enables pupils, staff, parents and visitors with disabilities to access facilities safely and with dignity.	Site remains accessible; reasonable adjustments implemented; accessible routes maintained; evacuation procedures meet needs.	Ongoing, reviewed annually and in response to need.	Accessibility audits; Risk assessments; Site maintenance; External advice; PEEPs	Headteacher; SENCo; Site Manager; Governing Body	Premises audits; Health and Safety inspections; Resources Committee reports; Fire evacuation records; PEEP reviews

4. Accessible Information and Effective Communication					
To ensure that information is communicated effectively and made available in formats accessible to all members of the school community.	Stakeholders can access information in appropriate formats; barriers addressed promptly; alternative formats and translation services available; communication promotes engagement.	Ongoing.	Website; Arbor; Translation services; Alternative-format documents; Consultation processes	Headteacher; SENCo; Administration Team	Parent feedback; Website accessibility checks; Communication records; Annual accessibility review