



Accessibility Plan

Reviewed: Summer 2026

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Statement of intent

All AET policies are written to support our schools and communities. We do this by ensuring they are always in line with our Colleague Values:



Applying these values to everything we do means always acting with integrity, in the interests of others, being honest, open and transparent and putting the safety of our children first.

This plan outlines how **Wilbraham 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 principal and other relevant members of staff.
- Governors.
- External partners.

1. 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'

2. Roles and responsibilities

The Trustees 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 principal 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 principal 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 principal 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.

3. The Accessibility Audit

The Principal and the Trust will undertake an **annual** Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the Trust 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 Trust 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 Trust will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the Trust 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.

Accessibility Plan 2026-27

Access to the curriculum

<u>Timescale</u>	<u>Targets</u>	<u>Reasons</u>	<u>Action to be taken</u>	<u>Personnel Responsible</u>	<u>Resource Implications</u>	<u>Success Criteria</u>	<u>Review</u>
Annually	Ensure all staff have the opportunity to attend relevant, appropriate and high quality training	To ensure the highest quality of provision for an inclusive education	Identify where additional training needs arise annually Audit needs of staff Implement regular programme of CPD SENCO and SEN team to lead training across the school year Partnership networking with school within the MAT	Member of SLT – SENCO Class teachers	Time Funding for courses Possible financial resources to implement changes	Management and teaching staff are aware of the accessibility gaps in the curriculum	Review Summer 2027
Ongoing	Ensure all children are included in school trips and can access these fully	To ensure the highest quality of provision for an inclusive education	Planning of school trips to take into account all pupils needs Risk assessments to be completed Liaising with trip destinations, coach companies and establishments	Class teachers	Time Possible financial resources to implement changes	All pupils will access all school trips Planning of school trips takes into account pupils with SEND	Review Summer 2027
Personal plan immediately need is identified	To ensure child with hearing impairment are able to access the whole curriculum	To ensure the highest quality of provision for an inclusive education	Establish personal plan for hearing impaired children with BIG LIFE SCHOOLS	SENCO	Costings only relevant if personal plan identifies particular resources needed	Individual plans will be in place for all who need them Pupils with SEND can access lessons	Review termly and as needs change

Personal plan immediately need is identified	To ensure child with visual impairment are able to access the whole curriculum	To ensure the highest quality of provision for an inclusive education	Establish personal plan for visually impaired children with BIG LIFE SCHOOLS team	SENCO	Costings only relevant if personal plan identifies particular resources needed	Individual plans will be in place for all who need them Pupils with SEND can access lessons	Review termly and as needs change
Personal plan immediately need is identified	To ensure children with physical disabilities can access the whole curriculum	To ensure the highest quality of provision for an inclusive education	Establish personal plan for physically disabled children with LOIS Staff training to be completed with specialists as required	SENCO	Costings only relevant if personal plan identifies particular resources needed	Individual plans will be in place for all who need them Pupils with SEND can access lessons	Review termly and as needs change

Access to the Physical Environment

<u>Timescale</u>	<u>Targets</u>	<u>Reasons</u>	<u>Action to be taken</u>	<u>Personnel Responsible</u>	<u>Resource Implications</u>	<u>Success Criteria</u>	<u>Review</u>
Annually	To ensure the physical environment of the school meets the current needs of the school community	Changing needs within cohorts and new children	Annual walk by 2 members of SLT and LAC to audit the environment Any adaptation to be discussed at SLT and with school business manager for costings	Member of SLT Nominated LAC representative	Time Possible financial resources to implement changes	Site meets the needs of the current community	Review Summer 2027
Personal plan immediately	To ensure persons with physical disabilities,	All persons will leave the building safely	Establish personal plan for hearing and visually impaired building users	SENCO Class teachers	Costings only relevant if personal plan identifies	Individual plans will be in place for	Review termly and as needs change

once need is identified	hearing and visual impairments are able to exit building safely when fire alarm sounds		with the Sensory support service PEEP plans completed for any children who need this		particular resources needed	all who need them	
Ongoing	To ensure pupils and staff with disabilities are fully included and school meets its equality duties	Everyone will be fully included in the school community	Provide specialist equipment and modifications when a need is identified for pupils, members of staff or school community Liasing with professionals within school- OT, School nurse, EP and speech and language therapist	SENCO Class teachers	Costings only relevant if personal plan identifies particular resources	Children and staff will have the specialised equipment they need to access the school environment	Review termly and as needs change
Rolling programme	To improve travel and movement around school	To ensure visually impaired building users are able to navigate the school safely	Improve the visibility of door and step edges with contrasting paint or high visibility tape.	SLT/SITE MAINTENANCE	Ongoing costs as signs are replaced	The school site will be accessible to all	Review autumn 2026

Access to Information

<u>Timescale</u>	<u>Targets</u>	<u>Reasons</u>	<u>Action to be taken</u>	<u>Personnel Responsible</u>	<u>Resource Implications</u>	<u>Success Criteria</u>	<u>Review</u>
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Ongoing	To ensure all stakeholders can access the website	School website is not fully accessible to children with SEND	Computing team to audit the website	Computing Lead SENCO SLT	Time Training	Website is fully accessible	Summer 2027
Personal plan immediately need is identified	To ensure persons with hearing impairment are able to access the whole curriculum and information provided by school	To ensure the highest quality of provision for an inclusive education	Establish personal plan for hearing impaired children with BIG LIFE SCHOOLS Provide specialist equipment and modifications when a need is identified for pupils, members of staff or school community	SENCO	Costings only relevant if personal plan identifies particular resources needed	Individual plans will be in place for all who need them	Review termly and as needs change
Personal plan immediately need is identified	To ensure persons with visual impairment are able to access the whole curriculum and information provided by school	To ensure the highest quality of provision for an inclusive education	Establish personal plan for visually impaired children with BIG LIFE SCHOOLS team School to access support from the sensory inclusion team to establish the needs of the child and then follow Provide specialist equipment and modifications when a need is identified for pupils, members of staff or school community	SENCO	Costings only relevant if personal plan identifies particular resources needed	Individual plans will be in place for all who need them	Review termly and as needs change

