Warmsworth Primary School

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Accessibility Policy and Plan



RATIONALE

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period. At Warmsworth Primary School, we are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

POLICY INTO PRACTICE

Warmsworth Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

An Accessibility Plan has been drawn up to cover a three year period. The plan will be updated annually and fully when we move into our permanent site.

The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.

- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

Warmsworth Primary School Accessibility Plan 2026-2029 Access to the Curriculum

The following action plan outlines what will be achieved in over the next three years with regards to meeting the Disability Equality Duty.

Term	Targets	Action	Who ?	When?	Success Criteria
Short term	Continue to ensure staff have a good understanding of disability equality and are confident about meeting the needs of students with disabilities.	Staff meeting on Inclusion / DES etc. Support staff as required.	SENCo All staff	Annually - September New staff induction	Pupils needs continue to be met.
	Continue to ensure all curriculum plans are inclusive of pupils with disabilities.	Audit existing curriculum plans. Identify areas for development and implement changes as required.	SENCo All staff	Termly	Fully inclusive curriculum plans.
	Continue to ensure alternative forms of exercise are given in PE and games for disabled	Audit provision. Identify areas for development and implement changes as required and provide	PE subject leader SENCo All staff	Termly	All pupils actively engaged in PE sessions at their level.

	pupils.	training. Use of specialist sports teacher to ensure needs-driven provision.			
Medium term	Continue to ensure all staff feel confident teaching and supporting disabled pupils.	Regular contact with the VI and HI team and other agencies as provided by the LA. Access training and support as required to whole staff and individual staff.	All staff Inclusion Leader VI and HI team alongside other agencies as appropriate.	Ongoing	Pupils continue to achieve expected outcomes and beyond as a result of effective teaching and learning.
	Continue to ensure positive images of people with different abilities are promoted through the curriculum and the school generally.	Resources to be identified, purchased and displayed throughout school. Ensure British values are considered.	Subject Leaders Inclusion Leader	Ongoing	Pupils continue to display positive attitudes towards disabled pupils.
	Continue to encourage all pupils to participate in extra-curricular opportunities	Continue to monitor extra curricular attendance. Explore reasons for non-attendance if these become apparent.	School Business Manager Extended School / Inclusion	Half termly	Attendance at extra curricular activities continues to show no disparity between group take up.

		Implement actions necessary to remove barriers. Pupil premium funding enables equality in accessing clubs for all pupils. Support parents in accessing Short Breaks funding where appropriate to enable adequate support to allow all pupils to access extra curricular sports/clubs.	Leader Providers of extra curricular activities. Inclusion Team	Half termly As needs arise through termly meetings..	Attendance at extra curricular activities continues to show no disparity between group take up, particularly for those with high needs who require additional adult support.
Long term	Continue to provide appropriate resources as required, eg. Touch screen computers, etc.	Evaluate current provision for pupils. Ensure needs are met. Liaise with VI and HI	All staff SENCo VI and HI team	Ongoing	Pupils have access to appropriate resource to support their learning

		team alongside other agencies as appropriate and seek advice and implement actions as required.	alongside other agencies as appropriate.		
	Continue to ensure visits and visitors are reviewed regularly to ensure increased level of access or alternative experience.	Evaluate current provision. Ensure all visits planned annually are fully inclusive.	All staff SENCo	Ongoing	All visits and visitors area accessible to all pupils.
	Continue to translate resources in classrooms into braille for visually impaired pupils to have equal access to the curriculum.	Evaluate resources that need translating. Seek support from visually impaired team to help with translating.	VI and HI team alongside other agencies as appropriate. All staff SENCo	Ongoing	Resources required available in braille.

Warmsworth Primary School Accessibility Plan 2026-2029 Access to the Physical Environment

The following action plan outlines what will be achieved in over the next three years with regards to meeting the Disability Equality Duty.

Term	Targets	Action	Who?	When?	Success Criteria
Short term	Continue to be aware of the access needs of disabled pupils, staff, governors and parents and carers. Ensure the school governors are aware of access issues.	Ensure access arrangements are referred to on IEPs/Support plans. Ensure school visitors (parents/governors etc) inform school of any access problems. Circulate information to relevant staff.	All staff SENCo	Termly	IEPs/Support plans in place, SEN passports for pupils. Staff, governors, parents and carers are confident their needs are met.
	Continue to continue to ensure immediate work spaces are optimally organised for disabled pupils.	Staff to be informed of need for access around classroom and ensure safe practices are implemented eg. pupils with sensory	All staff SENCo	Termly	All work spaces accessible and conducive to learning.

		issues being located away from humming noises made by computers, etc.			
Medium term	Continue to ensure PEEPs are appropriate. (Personal emergency evacuation plan)	Review PEEPs at least annually.	SENCo Staff members	Annually	PEEPS in place.
Long term	Continue to annually review accessibility and pathways around the school site and parking arrangements are safe.	Termly Site tour	Head teacher SENCo School Business Manager Site Supervisor	Annually	Fully accessible environment free from physical barriers.

Warmsworth Primary School Accessibility Plan 2026-2029 Access to Information

The following action plan outlines what will be achieved in over the next three years with regards to meeting the Disability Equality Duty.

Term	Targets	Action	Who?	When?	Success Criteria
Short term	Continue to ensure that school information reflects DDA principles - information provided in simple language, large print etc, as required.	Review and evaluate school information materials. Ensure all materials are fully accessible. Respond to changes required.	Admin staff SENCo	Ongoing	Fully accessible information.
Medium term	Continue to ensure information is presented to groups in a way that is user friendly eg. Reading aloud, describing visual aids etc.	Review and evaluate current practice in information sessions and presentations. Implement actions required.	All staff SENCo	Ongoing	Users access all information provided.

	Signage around school to be available in braille for visually impaired pupils and visitors.	Review signs in place. Ensure they are height appropriate.	Admin staff SENCo	Ongoing	Braille signs available.