

ACCESSIBILITY PLAN



“You are the light of the world, let your light shine.”

Whaddon Church of England School
2025-2026

Written by: Sarah Prior
Date: September 2024
Amended: December 2025
Review date: September 2028

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

Our 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.

At Whaddon Church of England Primary school we are committed to providing a fully accessible environment, which values and includes all pupils, staff, parents and visitors regardless of their age, 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, understanding and inclusion.

Our 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.

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.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan. It covers the period from October 2024- October 2027.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

3. Action plan

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<p>Our school offers an inclusive and adapted curriculum for all pupils to thrive.</p> <p>Resources to meet the needs of pupils who require support to access the curriculum, through reasonable adjustments and best endeavours are used to remove barriers to accessing tasks and concepts.</p> <p>Curriculum progress is tracked for all pupils, including those with a learning disability</p> <p>Targets are aspirational but realistic so as not to impose a ceiling on achievement across the curriculum.</p> <p>The curriculum is reviewed regularly, to make sure it meets the needs of all pupils -1:1 support for children who need adult support via set up, walk off and check in model.</p> <p>Curriculum addresses gaps in learning/concepts for pupils with a disability or disadvantage.</p> <p>SENCO ensures paperwork for EHCNA and EHCP are accurate and comprehensive.</p> <p>Intervention programmes to accelerate learning and close the gaps for children with SEND</p> <p>Use of Zones of Regulation the help children with SEND to regulate themselves in preparation for learning within all classes, across both sites, by all adults.</p>	<p>Planning to show differentiation as needed</p> <p>Curriculum resources include examples of people with disabilities</p> <p>New schemes of work are reviewed to ensure they are engaging, inspirational and meet the needs of all pupils</p>	<p>Class teachers annotate plans to show differentiation or additional support / resources</p> <p>Curriculum resources include examples of people with disabilities and differences.</p> <p>Subject leaders to have a good overview of how their subject is adapted for pupils with disabilities, to ensure it is meeting their needs and enabling full access to the curriculum.</p> <p>Review the needs of children with specific issues, provide all relevant training for staff to ensure all can access the curriculum</p>	<p>Teachers SENC</p> <p>Teachers SENC</p> <p>Subject Leaders SENC</p>	<p>December 2025</p> <p>February 2026</p> <p>March 2026</p> <p>February 2026</p>	<p>Plans will show adaptation for pupils with SEND</p> <p>Books and visual displays, teaching resources will show people with disabilities and differences</p> <p>Subject leaders have evidence of monitoring teaching and learning of their subject and have examples of good differentiation</p> <p>All staff are trained and confident with issues linked to accessibility and inclusivity with regards to children with SEND accessing the curriculum- adaptive planning, use of universal offer.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <p>Disabled / wheelchair access to the playground and back classrooms</p>	<p>Disabled / wheelchair access to the front of the main building</p> <p>Access to playground via the main building</p> <p>Disabled / wheelchair access to the hall</p> <p>Disabled toilet is installed</p>	<p>Health and Safety Governor, SEN Governor, SENCO and Headteacher to audit accessibility of school buildings and grounds, including entrances / exits.</p> <p>Seek advice from the Local Authority and ODBE</p> <p>Source funding for a ramp Contractors to advise and quote</p> <p>Seek advice from the Local Authority and ODBE.</p> <p>Source funding for a disabled toilet Contractors to advise and quote</p>	Health and Safety Governor, SEN Governor, SENCO and Headteacher	<p>December 2026</p> <p>November 2026</p> <p>December 2025</p> <p>July 2025</p> <p>July 2026</p>	<p>Audit will highlight the need for a ramp</p> <p>Local authority / ODBE to fund a ramp</p> <p>The main building has wheelchair access.</p> <p>There is wheelchair access from the main building to the playground</p> <p>There is wheelchair access to the hall to ensure inclusive lunchtimes and collective worship.</p> <p>There are toilet facilities for people with disabilities.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <p>Internal signage External signage</p> <p>Information in different font sizes and language are available upon request.</p> <p>Interactive Whiteboards are at an appropriate height for all pupils.</p> <p>Classrooms are kept to a minimum in terms of display, encouraging minimal stimuli, to avoid sensory overload</p>	<p>Pictorial or symbol representations for pupils and parents with reduced verbal language</p> <p>Internal signage to be at eye level for wheel chair users or those with reduced mobility.</p>	<p>Purchase pictorial or symbolic resources</p> <p>Review height and location of school noticeboards</p> <p>Staff and pupils to make known and make use of at least 50 Makaton signs to support language acquisition. (club)</p>	<p>Health and Safety Governor, SEN Governor, SENCO and FGB committee members</p>	<p>Mar 2026</p> <p>April 2026</p> <p>October 2025</p>	<p>Children and parents are able to access information</p> <p>A signage review will demonstrate that we have good signage for all</p> <p>Makaton singing to be used in collective worship and specific Makaton sessions. (Club in place)</p>

Makaton signs

Hello	OK	Happy	Sad	Sit
Wait	Drink	Toilet	Book	Stand
Play	Yes	No	Look	Looking (for)
Hurts	Food	Me	My	I
You	Your	Everyone	Sing	Teacher

Go	Here	Colour	Red	Pink
Blue	Yellow	Orange	Green	White
Black	Brown	Boy	Girl	Man
Woman	Which	What	Where	Why
When	How	Who	Milk	Water

Alongside functional signs for instructions in school, songs will be learnt along with the signs for: today, later, now, new, then, Makaton, sign, tree, flower, play, friend

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the SENCO, SEND governor and the Headteacher, if not the same person.

The accessibility plan will be an agenda on the Health and Safety / Premises committee.

It will be approved by the Headteacher (Sarah Prior), the health and safety governors and the governing board.

5. 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 (SEN) information report
- Supporting pupils with medical conditions policy
- SEND policy