



**Accessibility Plan  
2025-2028**

# Accessibility Plan 2025-2028

## The Purpose of this Plan

This plan shows how Withymoor Primary School aim to increase the accessibility of their schools for disabled pupils, staff, parents/carers and visitors. This Accessibility Policy and Plan are written in compliance with current legislation and requirements as specified in Schedule 10, relating to the Disability, of the Equality Act 2010. Trustees are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period. At Withymoor, 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. The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided. This covers reasonable adjustments to the physical environment of the school and physical aids to access education. For more information about what constitutes reasonable adjustments please refer to Schedule 10 of the Equality Act 2010. The physical environment will also be accessible to staff and visitors to the school.
- 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 Disability Discrimination Act). 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 auxiliary (specialist) aids and service, which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

## Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long term adverse effect on his/her ability to carry out normal day-to-day activities.

## Contextual Information

Withymoor Primary School was built in 1981 with an extension of the front reception area added in 2012. It is a two form entry school and educates children between 3 and 11. It is on three floors and in recent years has been adapted to make it accessible to all in the following ways:

- Wheelchair lift fitted to access lower ground level and first floor (Key Stage 2 classrooms)
- 1 fully equipped care room (includes accessible toilet, shower, wash basin and changing bed)
- Wheelchair ramps built to improve access to the main entrance and Foundation Stage/Key Stage One classroom doors and Key Stage One playground.

## Current range of known disabilities

Withymoor has children with a range of disabilities which include moderate and specific learning disabilities and complex medical conditions. There are a small number of pupils with a hearing impairment or a visual impairment and a small number of wheelchair users.

### Areas of planning responsibilities:

1. **Increasing access for disabled pupils to the school curriculum** (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits).
2. **Improving access to the physical environment of schools** (this includes improvements to the physical environment of the school and physical aids to access education).
3. **Improving the delivery of written information to disabled pupils** This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils and parents. Examples might include hand-outs, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

#### 1. Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the ethos of both schools. Through self-review, staff appraisal and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mostly mixed ability (with some setting where appropriate), inclusive classes. It is a core value of both schools that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

Target	Strategies	Time-scale	Responsibility	Success Criteria
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible. Ensure each new venue is vetted for appropriateness. Risk assessments to be carried out	As and when required	Group Leader for trip SENDCo/Inclusion Manager to support with risk assessments EVOLVE lead in school	All pupils in school able to access all educational visits and take part in a range of activities
After school clubs to be fully inclusive and accessible to all	When an after school club is run by school staff, the school will ensure that the provision for all students is inclusive, so that no child is excluded because of their individual needs. When an after school club is provided by an external agency, it is the responsibility of that organisation to liaise with parents as to the specific needs of the children attending and to arrange for those needs to be catered for, in collaboration with school if necessary	As required	Group leader	All pupils in school able to access all after school clubs and participate in a range of activities

Use of ICT software to support learning	Ensure appropriate software installed where needed	As required	ICT Lead SENDCo/Inclusion Manager	Wider range of SEN resources available for use in classrooms
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## 2. Improving access to the physical environment of the school

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known as they enter the school.

Target	Strategies	Time-scale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	Risk assessments for individual disabled pupils to be in place. Be aware of staff, governors and parents access needs and meet as appropriate	As required	SENDCO/Inclusion Manager  Support from Physical and Medical Inclusion Service	Risk assessments will be in place for pupils and all staff feel confident that needs can be met. Parents have full access to all school activities.
Layout of school to allow access to all areas (stair lift to gain access to lower ground and first floor)	Consider needs of disabled pupils. Parents/carers and visitors.	In place	Executive Headteacher/Head of School SENDCO/Inclusion manager Site manager	Access for all at all times
Evacuation procedures in place for all disabled pupils to safely evacuate	Ensure staff are aware of responsibilities and are trained appropriately. Individual PEEPs in place and shared with staff.	In place- training every year for evacuation chairs Safer handling training attended by staff and reviewed	SENDCo/Inclusion Manager Physical and medical inclusion service	All disabled pupils and staff working alongside are safe in the event of an emergency
Ensure hearing and visual environment in classrooms is regularly monitored to support hearing and visually impaired children	Individual PEEPs are drawn up and shared with staff. Advice sought from the relevant local specialist services.  Look at in class support resources (sound boxes) for hearing impaired pupils- if appropriate in future	Ongoing  Not currently needed as no pupils in school with hearing impairment currently	SENDCo/Inclusion Manager Hearing/Visual impairment service	All children have access to the appropriate curriculum

### 3. Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils and parents. Examples might include hand-outs, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print and in plain English. Electronic messages sent to parents who prefer this form of messaging via Parent Mail. School office will support and help parents to access information and complete school forms. If parents are blind, information will be provided orally	During induction/ On-going Current	School Office IT technician	All parents receive information in a form that they can access.
Improve the delivery of information in writing in an appropriate format.	Provide suitably enlarged, clear print (on coloured paper or with a coloured overlay if required) for pupils with a visual impairment.	As required	Class teachers	Excellent communication. Ongoing appropriate use of resources.
Provide information in other languages for pupils or prospective pupils.	Access to translators, sign language interpreters to be considered and offered if possible.	As required	SENDCo/Inclusion manager	Pupils and/or parents feel supported and included.