



West Winch Primary School

Accessibility Plan 2025-2028

This policy is to be read in conjunction with our Single Equality Policy and Special Educational Needs Policy

Introduction

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. Schools and Local Authorities have to carry out accessibility planning for disabled pupils. The Equality Act 2010 defines disability as ‘...a physical or mental impairment which has a long-term or substantial adverse effect on their ability to carry out normal day-to-day activities.’ ‘Long-term’ is defined as being a year or more, and ‘substantial’ as more than trivial. This definition includes sensory impairments and long-term health conditions.

At West Winch Primary School we value *all* members of our school community and enthuse all to become lifelong learners equipped for the future by providing an excellent and inspirational education through a welcoming, safe, happy and supportive community. We strive to provide a welcoming, positive environment for all, regardless of ability, race or gender.

Our Accessibility Plan is a plan for:

- Increasing the extent to which disabled pupils can participate in our school curriculum
- Improving the physical environment of the school so that disabled pupils, parents, visitors and staff are able to make the best use of our facilities
- Improving the way we deliver information to pupils, parents, visitors and staff so that it is accessible to all

This plan will be reviewed every 3 years.

Improving access to the curriculum

Evaluation

All staff are committed to ensuring that every learner has equal opportunity to take full advantage of the whole range of educational experiences we offer. This includes learning outside the classroom in the school grounds and our Outdoor Learning Space (including school visits and residential trips) as well as extra-curricular activities such as after school clubs. Additional support may be provided for those pupils who need it. Teachers use a range of strategies to meet the needs of all children. Lessons have clear learning challenges and we use assessment to inform the next stage of learning. IEPs (Individual Education Plans) may be used where a child has an identified SEN or disability.

We actively seek advice and support from outside agencies so that we can adapt the curriculum according to pupils' needs. We also have links with Churchill Park School through the School 2 School service and can access advice or training where required.

Targets LT – Long Term MT – Medium ST – Short	Success criteria	Timescale	Who is responsible?	Resources and funding	Evaluation	Training needs
To ensure that the curriculum is accessible to all pupils (LT)	All pupils are involved fully in the curriculum	September 2025 – ongoing and adapted throughout the curriculum.	SLT/Governors SENCO All staff	Purchase of new or updated resources (including IT) as needed		As needed
	Resources are used effectively to support all pupils	September 2025 – ongoing and adapted throughout the curriculum.	SLT/Governors SENCO All staff MSAs			
To ensure that pupils are given the opportunity to learn about and discuss a range of needs and disabilities (MT)	Children show understanding of differences and how they can support others	September 2024 – ongoing. Children are exposed to a PSHE curriculum and SEN and protected characteristics are also shared in	SLT/Governors SENCO All staff	Books, display materials and other resources as needed Assemblies		As needed

		assembly times by LW.				
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Improving the physical environment

Evaluation
We have a large school site that is accessible to all. The Reception and Year 1 classrooms are located up a small flight of three steps and a stair lift is available for use. If the stair lift is not working, these classrooms can be accessed via the main playground. We have a disabled toilet with hoist and changing bed, as well as a disabled parking space. All internal building work has been completed to ensure that the school remains fully accessible.

Targets LT – Long Term MT – Medium ST – Short	Success criteria	Timescale	Who is responsible?	Resources and funding	Evaluation	Training needs
To consider the need for providing a hearing loop (LT)	Provision is made for hearing impaired pupils (and/or visitors)	When appropriate. Currently make use of a radio aid and this is successful.	SLT/Governors SENCO Govs – Premises committee	Advice sought on appropriate equipment where and when needed		As needed
To ensure that school decoration, displays and colour schemes are appropriate for all pupils, including those with visual impairments (MT)	Needs of children with medical conditions, e.g. epilepsy, or with visual impairments are considered when selecting colours or patterns	September 2025 – ongoing and adapted throughout the curriculum.	SLT/Governors SENCO All staff	Display materials (from subject leader or class budgets) Advice sought where appropriate		As needed
To review access to school buildings to see if accessibility	All areas of school continue to be fully accessible	September 2025 – ongoing and adapted as required	SLT/Governors SENCO	Advice sought where appropriate		As needed

can be improved (ST)		to meet need of the children.				
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Improving the provision of information

Evaluation
We communicate primarily with parents, families and communities using Bromcom/My Child at School and through social media and our school website. We are also able to translate letters into other languages where needed. Sometimes it is easier to speak to parents face-to-face and we make sure that we do this where parents or carers may be unable to access the written word or to make sure that they have understood relevant information. Our Parent Support Advisor is also available to support families with paperwork and letters.

Targets LT – Long Term MT – Medium ST – Short	Success criteria	Timescale	Who is responsible?	Resources and funding	Evaluation	Training needs
To monitor the format and content of information provided to ensure that it is as accessible as possible (LT)	Relevant information is shared effectively with pupils, parents and the wider community Stake holders are involved in evaluating the effectiveness of our communication if required	Ongoing as needed and different versions of documents are offered.	SLT/Governors SENCO	As needed		As needed
To maintain and/or strive to improve communication with	The school website, other information sources are clear	September 2025 – ongoing and	SLT/Governors SENCO All staff	Support with website or social media services		As needed

all pupils and the wider community (ST)	and as user-friendly as possible. To use Bromcom to communicate with parents in regards to SEN, information and reports. To offer the opportunity to meet electronically, or in the home, to support accessibility.	adapted throughout the curriculum.		where needed, use of translators where needed		
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