



WILMINGTON PRIMARY SCHOOL

ACCESSIBILITY PLAN

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DOCUMENT CONTROL

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Local Governing Board	January 2024
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1. 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 people with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable people with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to people with disabilities.

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 Wilmington Primary School, we want all pupils to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own 'learning adventure'. We are committed to giving all of our pupils every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all pupils. The achievements, attitudes and well-being of all our pupils matters.

The plan will be made available online on the school website, and paper copies are available upon request.

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

2. Legislation and guidance

This plan shows how Wilmington Primary School intends, over time, to increase the accessibility of our school for pupils, staff, parents/carers and visitors with disabilities.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

This Accessibility Plan and the accompanying action plan sets out how the governing body will improve equality of opportunity for disabled people.

This plan incorporates the school's intention to increase access to education for disabled pupils. In drawing up the Accessibility Plan the school has set the following priorities:

- To provide safe access throughout the school for all school users, irrespective of their disability.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010. It is a core value of the school that all children are enabled to participate fully in the broader life of the school, whilst also feeling included within the school community as a whole.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils and is relevant to our learners.</p>	<p>Training for specific staff – particularly medical procedures - when the need arises</p> <p>Support an increase in children joining the school with more complex needs.</p>	Ensure specialist support is sought for children with more complex needs including in relation to adapting the curriculum – particularly in relation to communication and interaction.	SENCo	As and when needs identified.
Improve and maintain access to the physical environment	<p>The school has the following in place to support access:</p> <p>Easy access to enter classrooms.</p> <p>Low level entrance door</p> <p>Corridor width suitable for wheelchair access</p> <p>Disabled parking bays</p> <p>Disabled toilets and changing facilities.</p>	Review the grounds and building, and any equipment required, should a child with physical needs join the school.	<p>Review and implement a preferred layout of furniture and equipment to support the learning process in individual class rooms as necessary.</p> <p>Review the reception garden if a child with physical needs joins the school.</p> <p>Review access to disabled facilities in school. Monitor ease with</p>	<p>SENCo</p> <p>SENCo</p> <p>School Business Manager/Site Manager</p>	<p>As and when needs identified.</p> <p>As and when needs identified.</p> <p>Ongoing</p>

	<p>External sloping path with handrail (no steps) for pedestrians entering school site.</p> <p>Automatic gate which can be opened from within the building.</p>		<p>which they can be accessed.</p>		
<p>Ensure all staff are aware of children with disabilities and how they will access the curriculum.</p>	<p>There are systems in place for effective information sharing-specific items on our staff meeting agenda, as well as the TA team meeting agenda, when needed.</p> <p>Designated time for class teachers to hand over information about children to new classes</p>	<p>Rationalise procedures for information sharing with all agencies involved with a child to ensure there are no gaps in communication.</p>	<p>Set up a system of individual access plans for pupils with disabilities when required.</p>	<p>SENCo</p>	<p>As and when individual needs identified.</p>
<p>Improve the delivery of information to pupils with a disability.</p>	<p>Plan for additional requirements if a child with a communication disability joins the school.</p> <p>Increased access for all pupils to visual aids</p>	<p>Arrange Communicate in Print training for teachers in respect of specific pupils if necessary.</p>	<p>Monitor the strategies needed for children with more complex needs</p>	<p>SENCo</p>	<p>Ongoing process after individual needs identified.</p>
<p>Ensure all pupils with disabilities can be safely evacuated.</p>	<p>Fire drills are scheduled to be held three times per year.</p> <p>Pupils taught in the Nurture Room have their own muster point.</p> <p>The effectiveness of the evacuation is evaluated each time, and procedures are refined to ensure the quickest and</p>	<p>All disabled pupils and staff working alongside them are safe in the event of a fire.</p>	<p>Personal Emergency Evacuation Plan (PEEP) put in place for all pupils with needs if necessary.</p>	<p>Headteacher</p>	<p>As and when individual need arises.</p>

	safest exit from the building.				
Review information to parents/carers to ensure it is accessible.	<p>All year groups keep parents informed on the curriculum and enrichment opportunities enjoyed by the children.</p> <p>There is an open door policy for parents to approach staff with queries and concerns.</p> <p>Designated time is set aside twice per year for parents to discuss their child's progress with the class teacher.</p>	All parents receive information in a form that they can access.	<p>Use ICT to assist in provision of accessible information.</p> <p>Ensure teachers are proactive in seeking ways to communicate with parents who may have a language barrier.</p> <p>Provide information and letters in clear print and plain English.</p> <p>School office will support and help parents to access information and complete school forms if necessary.</p>	<p>All staff</p> <p>Class Teachers</p> <p>All staff</p> <p>Admin staff</p>	<p>As and when need identified.</p> <p>Ongoing</p> <p>Ongoing</p> <p>As and when need identified.</p>
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	We identify families for whom there may be a language barrier as part of the Year R starters information and for children who are admitted at other times.	Pupils and/or parents feel supported and included.	Access to translators and sign language interpreters to be arranged if practically possible	Headteacher	Ongoing