

# Accessibility Plan



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## 1. Intent

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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school intends to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Wraysbury Primary School's Values are Motivated, Proud, Inclusive, demonstrating the school's commitment to this.

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.

School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. 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.

2. Wraysbury Primary School plans to ensure the accessibility of provision for all pupils, staff and visitors to the school.

3. An Accessibility Plan will be drawn up to cover a three-year period. The plan will be updated annually by the Senior Team.

4. 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. 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.
- 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 will be made available in various preferred formats within a reasonable time frame.

The school supports any available partnerships to develop and implement the plan and is currently an Attachment Aware School.

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, including: pupils, parents/carers, staff and governors of the school.

## 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

| 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   |
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| Improve and maintain access to the physical environment  | <p>The environment is adapted to the needs of adults and pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ability to move classrooms so everyone can access curriculum resources</li> <li>• Disabled access doorways installed</li> <li>• LED Lighting installed in all areas</li> </ul> <p>A positive approach in inclusion, ensuring that all with a disability are able to be involved</p>   |  |                              |                                       |                             |  |
| The arrangements for the admission of disabled pupils  | <p>Prior to admission, the SENDCo meets with families to identify the child's needs and the care required. A risk assessment/ care plan is written, ensuring that the adaptations to the environment, equipment and care have been taken into consideration. Medical training is arranged for members of staff who will need to administer the care required.</p> <p>The child's needs are understood by all members of staff. There is a clear plan for how the child's needs will be addressed in school. Staff are well trained and confident to deliver any care needed.</p> | <p>To obtain as much information to meet the needs of the child.</p> <p>To build relationships with family and wider community regarding the child.</p> <p>To ensure staff are equipped to meet the needs of the children.</p> | Risk Assessment<br>Care plan | Admission lead<br>SENDCo<br>All staff | Ongoing                     | An accessible environment for every child which provides a wide range of activities so that every child can find an area of expertise. |

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| <p>Increase access to the curriculum for pupils with a disability</p> | <ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum for all pupils</li> <li>• We liaise with all preschool and nursery providers so we can be prepared for new intakes</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum resources include examples of people with disabilities</li> <li>• Close links with appropriate outside agencies to support pupils with a disability</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability.</li> <li>• The curriculum is reviewed to make sure it meets the needs of all pupils</li> <li>• All teachers understand and can use data to plan for the progress of all pupil in their class.</li> <li>• Adaptive resources and differentiation is embedded in our curriculum practice.</li> <li>• Pupil progress meetings take place every term to identify groups of pupils who require additional intervention. The needs of the vulnerable pupils are our highest priority.</li> <li>• Training for teachers and learning assistants in wave 1 practice so that all staff can meet the pastoral and learning needs of pupils, including those with SEN and disability.</li> </ul> | <p>To monitor attainment of able, G&amp;T pupils</p> <p>To identify vulnerable children and put the correct provision in place.</p> <p>To monitor attainment of vulnerable children</p> <p>To monitor persistent absence and work with families.</p> <p>To meet the needs of all pupils regardless of their abilities.</p> <p>To upskill teachers/support staff to ensure they meet the needs of all pupils.</p> <p>To monitor and reduce persistent absences.</p> | <p>Establish a system to identify able, G&amp;T pupils</p> <p>Train staff to be able to use the system to identify able, G&amp;T pupils</p> <p>Track the progress of able, G&amp;T pupils using current school-based systems.</p> <p>Track the progress of vulnerable pupils using current school-based systems.</p> <p>Track the progress of SEND children</p> <p>Track the progress and attainment of persistent absences</p> | <p>Class teachers, Assessment Leader, SENDCO</p> <p>HT</p> <p>C&amp;FSW</p> <p>Professional learning lead</p> | <p>September 2025</p> <p>From October 2025</p> <p>From Autumn 2 2025</p> | <p>A clear and robust identification system will be known</p> <p>Staff will be aware of the system and implementation can begin</p> <p>Stakeholders will be aware of the progress of able, G&amp;T pupils</p> <p>All teachers can use the information on the needs of individual pupils so that they can plan the learning within the curriculum to ensure they are able to make progress.</p> <p>Additional intervention is matched to children's needs, tracked using the school's costed Provision Map to inform next steps.</p> <p>All teachers are clear on the expectations of good wave 1 teaching and are reviewed half-termly in data- tracking discussions.</p> <p>Children with low attendance are identified in a timely way.</p> <p>Strategies are put in place for individuals who have</p> |
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|  | <ul style="list-style-type: none"> <li>• C&amp;FSW &amp; HT review attendance at office meetings. Meetings with individual's parents to discuss strategies to increase attendance of children with low attendance. Liaison with the Educational Welfare Officer for individual children who are persistently absent.</li> </ul>  |  |   |                                    |                             | <p>low attendance. Attendance of vulnerable pupils is improving and the gap is closing compared to nonvulnerable peers, and the needs of those with exceptional circumstances (e.g. medical)</p> |
| <p>Improve the delivery of information to pupils with a disability</p>                                     | <p>Ensure all surfaces and resources are accessible to those who need access. Alterations &amp; Improvements to take into consideration pupils and adults with visual and hearing impairment and physical disability</p> <p>Alterations &amp; Improvements to take into consideration pupils and adults with visual and hearing impairment and physical disability</p> | <p>To ensure all pupils regardless of ability can access the school resources.</p> <p>To ensure those with visual or auditory impairments can access the school's resources.</p> | <p>Rooms to support hearing impairment, reducing echo and noise. Is information provided in large print and different coloured paper/books?</p> | <p>DHT<br/>Teachers<br/>SENDCo</p> | <p>Ongoing</p>              | <p>A diverse curriculum is created that is accessible to every child and that provides a wide range of activities so that every child can find an area of expertise</p>                          |

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| <p>Every child will be included in activities outside the classroom, including school trips.</p> | <p>The curriculum is exciting, enriched by our themed weeks, matched to the needs of pupils in our community and allowing pupils to demonstrate mastery.</p> <p>Training for teachers and learning assistants in wave 1 and 2 practice so that all staff can meet the pastoral and learning needs of all pupils, including those with SEN and disability.</p> <p>We offer access to a broad and balanced curriculum for all pupils that affords them the opportunity to achieve their personal potential through high expectations and suitable targets.</p> <p>Early identification of barriers to learning and provide access to the curriculum through differentiation, additional adult support, adaptations, equipment, attention to learning styles and needs, specialist</p> <p>All children are included in every aspect of education, school trips including residential visits, school performances, extra-curricular activities and hold positions of responsibility including opportunities to be part of the school council. MHST works with vulnerable families to ensure pastoral and learning needs are met. Seek advice from outside agencies, e.g. Speech Therapist, Educational Psychotherapist and OT.</p> | <p>To expose children to an enriching curriculum that they can access.</p> <p>To upskill staff so that they can meet the needs of children.</p> <p>To identify barriers to learning and provide evidence-based interventions to narrow the gap in the child's learning.</p> <p>To ensure all children are able to engage in activities that will enrich them and allow them to experience many different services to support their needs.</p> | <p>Planning meets the needs of children that have barriers to learning</p> <p>Challenge for those that require deeper learning opportunities.</p> <p>Continue with barriers to learning assessments.</p> <p>Risk assessments for extra-curricular activities.</p> | <p>All staff</p> <p>Professional learning lead</p> <p>SENDCo</p> | <p>Ongoing</p> | <p>Every child experiences a wide range of services to support them throughout their time at the school</p> |
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| <p>To improve information sharing for all pupils</p> | <p>Transition meeting between year groups.<br/>Transition Excel to support information sharing.</p> | <p>To ensure staff are equipped to meet the needs of pupils at the beginning of every academic year.</p> | <p>School to identify at least 1 meaningful resource/supportive strategy per half term that can be shared with home i.e., social story regarding changes in timetable</p> <p>Liaise with local schools to find out how they link with parents in terms of sharing information/ resources and strategies with home e.g., Family Learning sessions (where parents learn how to teach certain skills to their children at home)</p> <p>Consider including parents regarding transition pack – see above section</p> | <p>SENDCo<br/>Teachers</p> | <p>Ongoing</p> | <p>Appropriate provision in place for all pupils.</p> |
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|  |  |  | Liaise with relevant external professionals for advice on suitable strategies/resources that |                    |                             |   |
| To improve the needs of all children, particularly with those that have SEMH and Trauma related barriers to learning | AASA trauma informed practices<br>Improve language related to dysregulation<br>BSP<br>Consequence maps | To support children to recognise emotions and provide regulation techniques so that they are ready for learning. | Continue training staff (Old and New) on trauma informed practices.                          | All Staff          | Ongoing                     | To reduce behavior incidences on CPOMS. |

#### **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 SENDCo, Senior Team and Governors.

It will be approved by the governing board.

#### **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy