



# Wittersham Church of England Primary School Accessibility Plan January 2026

*We strive to support all members of our community to feel valued, nurtured, and empowered as they embark upon their journey to become the very best that God intended. Throughout their voyage of discovery with us, we ensure all children are provided with a rich curriculum, experiences that promote courage, and a strong moral purpose underpinned by our Christian values; preparing them to become compassionate citizens within our rural community and the wider world.*

## Revision History

Version	Date	By	Description
Version 1	January 2025	Stella Coulson	Policy rewording, new targets sets and new vision included.

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Version 2	January 2026	Stella Coulson	Updated
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## Statement of Intent

At Wittersham Church of England Primary School, we are committed to fostering an inclusive environment where all pupils, regardless of their abilities or disabilities, can access a high-quality education. This plan outlines our approach to increasing accessibility in alignment with the planning duties set out in the Equality Act 2010. These duties focus on improving access to the **curriculum**, the **physical environment**, and **information** for pupils with disabilities.

Under the Equality Act 2010, a person is defined as having a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

## Aims of the Accessibility Plan

This plan aims to:

- **Increase curriculum access:** Enhance the extent to which pupils with disabilities can participate fully in the school's curriculum.
- **Improve the physical environment:** Adapt the school environment to enable pupils with disabilities to better access education, benefits, facilities, and services provided.
- **Enhance information accessibility:** Improve the availability of accessible information for pupils with disabilities, ensuring it is provided in formats that meet their needs.

These objectives will be achieved within a reasonable timeframe and through strategies developed in consultation with pupils, parents, and other stakeholders. The Local Authority (LA) will also have due regard for the allocation of adequate resources to support the implementation of the accessibility strategy.

## Commitment to Employees with Disabilities

The governing board recognizes its responsibilities not only to pupils but also to

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employees with disabilities. It will:

- **Monitor recruitment practices** to ensure equal opportunities for individuals with disabilities.
- **Provide tailored support** and accommodations to enable employees with disabilities to perform their roles effectively.
- **Implement reasonable adjustments** to ensure that staff with disabilities can access and thrive in the workplace.

### **Implementation and Review**

The Accessibility Plan will be resourced, implemented, reviewed, and revised in consultation with:

- Pupils and their parents.
- The headteacher and relevant staff members.
- Governors.
- External partners, where appropriate.

This collaborative approach ensures that the plan reflects the needs of the school community and upholds our core values of courage, cooperation, and compassion.

### **Legal Framework**

This Accessibility Plan has been developed with due regard to all relevant legislation and statutory guidance, ensuring compliance with current legal and regulatory requirements. These include, but are not limited to:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'

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- DfE (2015) 'Special Educational Needs and Disability Code of Practice: 0 to 25 years'

### **Associated School Policies**

This Accessibility Plan operates in conjunction with and is supported by the following school policies. Together, these policies ensure a holistic and consistent approach to promoting accessibility, inclusion, and equality for all members of the school community:

- **Equality Information and Objectives Policy** – Outlines the school's commitment to promoting equality, tackling discrimination, and fostering an inclusive environment.
- **Equality, Equity, Diversity, and Inclusion Policy** – Ensures all individuals, regardless of their background or abilities, are treated with fairness, respect, and dignity.
- **Early Years Policy** – Focuses on ensuring accessibility and inclusion for pupils in the Early Years Foundation Stage, providing a strong foundation for learning.
- **Special Educational Needs and Disabilities (SEND) Policy** – Provides a framework for identifying, assessing, and supporting pupils with SEND, ensuring their needs are met effectively.
- **Admissions Policy** – Guarantees a fair and inclusive admissions process that aligns with the school's commitment to accessibility and equality.
- **Behaviour Policy** – Promotes a positive and inclusive school culture, ensuring all pupils, including those with disabilities, feel safe, respected, and supported.
- **Supporting Pupils with Medical Conditions Policy** – Details how the school supports pupils with medical needs to ensure they can participate fully in school life.
- **Administering Medication Policy** – Ensures that medication is administered safely and effectively to pupils requiring it, supporting their health and well-being.
- **Health and Safety Policy** – Highlights the school's commitment to maintaining a safe and accessible environment for all pupils, staff, and visitors.
- **Data Protection and Freedom of Information Policy** – Ensures the protection of

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personal data, including information related to pupils with disabilities, in line with legal requirements.

By embedding this plan within the wider policy framework, the school ensures a coordinated and comprehensive approach to meeting its accessibility objectives.

### **Roles and Responsibilities**

To ensure the successful implementation of the Accessibility Plan, roles and responsibilities are clearly defined as follows:

#### **The Governing Board**

The Governing Board will be responsible for:

- Ensuring that all accessibility planning aligns with the principles and objectives outlined in this plan.
- Approving the Accessibility Plan before its implementation to confirm its compliance with statutory requirements.
- Monitoring and reviewing the effectiveness of the Accessibility Plan, ensuring it remains up-to-date and relevant to the needs of the school community.
- Providing oversight and support to the headteacher and staff in implementing accessibility measures.

#### **The Headteacher**

The Headteacher will be responsible for:

- Ensuring that all staff members are aware of the disabilities and medical conditions of pupils under their care.
- Identifying whether any new pupils have disabilities or medical conditions that the school needs to address, ensuring appropriate support is in place from the outset.
- Consulting with reputable and relevant experts to address complex situations regarding pupils' disabilities and ensuring effective solutions are implemented.
- Collaborating closely with the governing board, the Local Authority (LA), and external agencies to develop and execute the Accessibility Plan effectively.

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**The SENCO**

The SENCO (Special Educational Needs Coordinator) will be responsible for:

- Working alongside the headteacher and governing board to ensure pupils with Special Educational Needs and Disabilities (SEND) receive appropriate support and resources.
- Maintaining oversight of the needs of pupils with SEND and providing timely advice to the headteacher regarding these needs.
- Liaising with external professionals, parents, and carers to facilitate an inclusive environment that supports pupils with SEND.

**Staff Members**

All staff members will be responsible for:

- Acting in accordance with the Accessibility Plan at all times, ensuring its principles are reflected in their day-to-day practices.
- Supporting pupils with disabilities in accessing the school environment and curriculum by making reasonable adjustments to their teaching and practices.
- Ensuring their actions and behaviors are inclusive and non-discriminatory, promoting equality and fairness for all pupils, irrespective of their disabilities.

By clearly defining these roles and responsibilities, the school ensures a coordinated approach to accessibility, fostering a supportive and inclusive environment for all pupils.

**3. The Accessibility Audit**

The governing board will conduct an annual Accessibility Audit to ensure that all pupils, regardless of their disabilities or impairments, can fully participate in school life. The audit will focus on the following three key areas:

**1. Access to the Curriculum**

- The governing board will evaluate the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- This will include reviewing teaching practices, learning resources, and any

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additional support required to meet diverse needs.

## 2. Access to the Physical Environment

- The governing board will assess the extent to which pupils with disabilities can access the school's physical environment, including classrooms, communal spaces, and outdoor areas, on an equal basis with their peers.
- Considerations will include the availability of ramps, lifts, signage, and other physical adaptations.

## 3. Access to Information

- The governing board will review how effectively pupils with disabilities can access information, ensuring that formats such as large print, Braille, or audio resources are available as needed.

### **Disabilities and Impairments Considered**

The audit will take into account a wide range of disabilities and impairments, including but not limited to:

- **Ambulatory disabilities** – Pupils who use wheelchairs, mobility aids, or have difficulty walking.
- **Dexterity disabilities** – Pupils with impairments in manual handling or manipulation of objects.
- **Visual disabilities** – Pupils with visual impairments or sensitivities requiring alternative formats or adaptations.
- **Auditory disabilities** – Pupils with hearing impairments or sensitivities requiring assistive technologies or modified environments.
- **Comprehension disabilities** – Pupils with hidden disabilities such as autism, dyslexia, or other cognitive processing difficulties.

### **Using the Audit Findings**

The findings from the audit will be used to identify short-, medium -, and long-term actions aimed at addressing specific gaps and improving access. These actions will:

- Be completed within a reasonable timeframe.
- Take into account the specific needs of pupils with disabilities, as well as the preferences and input of their parents or guardians.
- Ensure continuous improvement and alignment with the school's commitment to

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Compassion

Courage

Cooperation

inclusion and equality.

**Implementation of Actions**

Detailed actions arising from the audit will be documented and outlined in subsequent sections of this document. Regular reviews will ensure that progress is monitored and that any additional needs are addressed promptly.

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**Accessibility targets 2025 - 2028 - all targets are new**

Possible issue for consideration	What	Who	When	Outcome	Review
Curriculum not consistently adapted to meet the needs of pupils with SEND and disabilities	Embed adaptive teaching and reasonable adjustments across all subjects through curriculum review and staff training	Headteacher, SENCO, subject leaders	2025–2026	All pupils with disabilities can access the full curriculum with appropriate adjustments in place	Annually
Staff confidence in supporting a widening range of needs (including autism, dyslexia, SEMH and sensory needs)	Deliver targeted CPD linked to current pupil need, including Lego Therapy, dyslexia-friendly practice and trauma-informed approaches	SENCO, headteacher, external professionals	2025–2027	Staff demonstrate increased confidence and consistency in inclusive practice	Annually
Access to learning for pupils with	Increase use of visual supports,	Headteacher, governors, site	2025–2028	School environment is	Annually

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communication and sensory needs	structured routines, assistive technology and alternative recording methods	manager, Diocese		safe, accessible and welcoming for all pupils and visitors	
Access to learning for pupils with communication and sensory needs	Increase use of visual supports, structured routines, assistive technology and alternative recording methods	Class teachers, SENCO, support staff	2025–2026	Pupils are able to engage more independently and confidently in learning	Termly
Access to information for pupils and parents with disabilities	Ensure school information is available in alternative formats on request (large print, simplified language, digital formats)	Office staff, SENCO	2025–2028	Parents and pupils can access information in a format that meets their needs	Annually
Limited pupil	Use pupil voice,	SENCO, FLO, class	2025–2028	Accessibility	Annually

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<b>voice in accessibility planning</b>	<b>including SEND-specific pupil discussions, to inform accessibility developments</b>	<b>teachers</b>		<b>planning reflects lived experience of pupils</b>	
<b>Transition points present barriers for pupils with disabilities</b>	<b>Strengthen transition planning between year groups and settings, including early visits and information sharing</b>	<b>SENCO, class teachers, external settings</b>	<b>2025–2027</b>	<b>Pupils experience smooth transitions and reduced anxiety</b>	<b>Annually</b>
<b>Use of assistive technology not consistent across the school</b>	<b>Review, update and deploy assistive technology and software to support reading, writing and access to learning</b>	<b>SENCO, computing lead</b>	<b>2026–2028</b>	<b>Pupils with disabilities are supported to work independently and successfully</b>	<b>Annually</b>

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