



Great Wilbraham C of E Primary Academy

Policy title: Accessibility plan

Date created: October 2025

Date ratified: November 2025

Next Review Date: October 2027

Signed: David Sandford

1. Introduction

Rationale

Under the Equality Act 2010 all schools should have an Accessibility Plan and is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. It also states that: "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if: He or she has a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Aims

- Increasing access for pupils with disabilities 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)
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
- Improving the delivery of written information to pupils with disabilities (this will include planning to make written information that is normally provided by the school to its pupils available to pupils with disabilities. The information should take account of a pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe)

2. Leadership and management

Roles and responsibilities

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the Full Governing Body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Continuing professional development

Improving teaching and learning lies at the heart of the school's work. Through self-review 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 mixed ability, inclusive classes.

Reviewing and monitoring

At Great Wilbraham C of E Primary Academy the Plan will be monitored by the Headteacher and evaluated by the relevant Governors' Finance and Premises Committee. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty. The Accessibility Plan may also be monitored by Ofsted during inspection processes.

3. Teaching, learning and assessment

The Access Audit of the School will inform planning, implementation and revision of provision for individual pupils and care will be taken to ensure that transition from one class to another ensures procedures are followed.

4. Personal development, behaviour and welfare

We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally. Our core values are that we can 'work together to become caring, confident and creative learners'.

5. Outcomes for pupils

At Great Wilbraham C of E Primary Academy we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

6. Communication

The Great Wilbraham C of E Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The Accessibility Plan will be published on the school website.



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7. Links to other policies

- 7.1. Safeguarding policy
- 7.2. Online safety policy
- 7.3. Positive Relationships Policy
- 7.4. Equal Opportunities Policy
- 7.5. Health & Safety Policy
- 7.6. Special Educational Needs Policy

8. Appendices

- 8.1. Accessibility Action Plan
- 8.2. Access Audit of the School



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Accessibility Action Plan

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- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

Aim	Current good practice	Target	Actions to be taken	Timeline	Personnel	Impact evaluation
Increase access to the curriculum for pupils with a disability	Previous experience of pupil who has now left	Ensure all staff (teaching & non-teaching) are aware of curriculum access for pupils with disabilities	Set up systems for pupils with disabilities when appropriate. Share information with all agencies involved with each child	Ongoing	SENCo	All staff are aware of individual's needs
	Risk assessments consider the individual needs	All school visits and trips need to be accessible to all pupils	Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible	Ongoing	Office/ teachers/ SENCo	All pupils can access all school trips and take part in a range of activities
	Real PE is very inclusive	Review PE curriculum to ensure PE is accessible to all pupils	Review PE curriculum to include disability sports	Ongoing	SENCo & PE co-ordinator	All pupils have access to PE and can excel. Child's T.A. will be there all the time
	Real PE is very inclusive	Review curriculum areas and planning to include disability issues	Include specific reference to disability equality in all curriculum reviews	Ongoing	SENCo & ELT	Gradual introduction of disability issues into all curriculum areas
	All children eat together where possible	Ensure pupils with disabilities can take part equally in lunchtime and after school activities	Discuss with Discovery Club staff, and people running other clubs after school. Support would have to be available – especially after school.	As required	SENCo	Pupils with disabilities feel able to participate equally in out of school activities.



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Aim	Current good practice	Target	Actions to be taken	Timeline	Personnel	Impact evaluation
Improve and maintain access to the physical environment		To be aware of the access needs of pupils with disabilities, staff, governors and parents, carers Ensure the school staff & governors are aware of access issues	Create access plans for individual pupils with disabilities as part of the IEP process. Staff to share SENCo passport information with volunteers and support staff to ensure continuity of care for the children	As required	SENCo	IEP's are in place for pupils, and all staff are aware of pupils' needs. SENCO passports in place for all SEN children Volunteers always aware of needs of SEN children
		Ensure everyone has access to the school Ensure that nothing is preventing wheelchair access	Ensure staff and governors can access areas of school Annual reminder to parents, carers through newsletter to let us know if they have problems with access to areas of school. Circulate information to on Access to Work scheme	Daily check to ensure the area in clear of obstructions	H&S Committee	Parents / carers / visitors with disabilities feel welcome. Parents have full access to all areas of school. Access to Work Information in Staff Handbook and on staffroom notice board.
		Maintain safe access for visually impaired people	Check condition of yellow paint on step edges regularly Check exterior lighting is working on a regular basis Put bright tape on areas of equipment which are potential hazards to a visually impaired child	Ongoing checks if needed	Health & Safety Committee/HT	Visually impaired people feel safe in school grounds. Yellow edges to be re-done as needed throughout the school year.
	PEEP for individuals set up	Ensure all people with disabilities can be safely evacuated	Ensure there is a personal emergency evacuation plan for any pupils who require one Ensure all staff are aware of their responsibilities in evacuation by being	As required	SENCo	All pupils with disabilities and staff working with them are safe in the event of a fire. There would be constant supervision for children who would need help in the event of an evacuation.



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			aware of the SENCO passport information			
	Staff with experience of sign language and Makaton	Provide hearing loops in classrooms to support pupils with a hearing impairment	Take advice from the academy on appropriate equipment if this becomes necessary	As required	HT	All children have access to the curriculum
		Ensure there are enough fire exits around school that are suitable for people with a disability	Ensure staff are aware of need to keep fire exits clear.	Daily	All staff/HT	All disabled personnel and pupils have safe independent exits from school



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	Make forms available in other languages if required	Inclusive discussion of access to information in all parent/teacher meetings	Ask parents about preferred formats for accessing information e.g. braille, other languages Use of Google Translate	When appropriate	SENCo / ELT	Staff more aware of preferred methods of communication, and parents feel included. School website will become accessible to all



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Access Audit of the School

Feature	Description	Actions to be taken	Personnel	Timeline
Corridor access	Access in the foyer is wide and very accessible, the corridor to the group room is wide and clear, there are no other corridors	None		
Parking bays	We have one disabled space and a loading space that are used frequently	None		
Entrances	Classroom thresholds are accessible	Wheelchair ramps over threshold strips should the need arise		
Ramps	All one level			
Toilets	There is a disabled toilet in the foyer	Children's toilet to be adapted should the need arise		
Reception area	Front entrance involves accessing down a corridor to a bell for access			
Internal signage	Fire exits clearly marked			
Emergency escape routes	All ground floor level			
Classrooms	These are designed for 30 children maximum and access currently for a wheelchair would be challenging.	Reorganisation of classroom layout would be a priority when need arises.		
Playground	This is easily accessible to all and there are plenty of different areas for children to play.	Access to the Lilibet garden in Winter		
Outdoor learning	Wildlife area is down a slope and has a gravelled area by the pond	Consider disabled access to the pond and outdoor area		
Main entrance	Access to the main entrance porch could be hard to open	Consider a self-opening door for ease of access		
Doorbell	Very difficult to reach internal bell but not outside	This could either be moved to the right-hand wall or lowered.		