



Walsh Church of England Infant and Junior School Accessibility policy and plan

Agreed	Summer 2025
Review	Summer 2028
Statutory	Yes
Annual	No

1. Introduction/Context

1.1 The Accessibility Plan addresses the statutory requirements of the Equality Act 2010 (which replaced the Disability Discrimination Act 1995) and the SEND Code of Practice of September 2015. These acts place a responsibility on the Governing Body to ensure that the school is socially and academically inclusive. In particular, the Equality Act requires the school to develop a plan to show how it will develop services in the following three areas:

- a) *To increase the extent to which disabled students can participate in the school's curriculum.*
- b) *To improve the physical environment of the school to ensure disabled students are able to take advantage of education and other benefits, facilities or services provided or offered by the school.*
- c) *To improve the delivery of information to disabled students, so information is as available as it is for students who are not disabled.*

2. Purpose/Aims

- 2.1 The school's diverse and inclusive community will be a centre of excellence in learning, where all students, including those with disabilities, are supported and challenged to fulfil high ambitions.
- 2.2 All students will have access to appropriate qualifications and will develop the skills and resilience to meet the demands of working, family and community life. Students will demonstrate the empathy and confidence to work with others to achieve a better future.
- 2.3 To ensure all disabled students are fully involved in school life and are making at least expected progress.
- 2.4 To identifying barriers to participation and find practical solutions to overcoming these.
- 2.5 To work collaboratively with disabled students and their parents/carers to create appropriate provision, including robust EHCPs where appropriate.
- 2.6 To increase the confidence, sensitivity and expertise of teachers and support staff when teaching or supporting a wide range of disabled students.
- 2.7 To meet the requirements of the Equalities Act and the SEND Code of Practice in respect of disabled students.

3. Definitions

3.1 Definition of Disability (Equality Act 2010) “A person has a disability if she or he has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to perform normal day-to-day activities.”

3.2 Definition of Special Educational Needs (SEND Code of Practice September 2015) A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or young person has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of others of the same age, or
- b) has a disability which prevents or hinders him or her from making use of facilities of the kind generally provided for others of the same age in mainstream schools. This will include students with medical needs.

4. The Accessibility Plan

4.1 This plan summarises our development priorities in the three areas specified by the Equality Act (see context above). The school is also committed to making reasonable adjustments for individual students to ensure all students are able to be involved in every aspect of school life, in partnership with their families, and that barriers to learning are removed.

a) Increase the extent to which disabled students can participate in the school's curriculum

4.2 Students with SEND (special educational needs or disability) are given access to the curriculum supported by the school's specialist SEND provision and in line with the needs of the individual and the wishes of their parents. Every effort is made to educate students with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO consults the student and parents about proposed flexible arrangements.

4.3 The school curriculum is regularly reviewed to ensure that it is accessible to students of all levels and abilities and supports the learning and progress of all students as individuals. This includes learning outside the classroom.

4.4 Our Special Educational Needs and Disability Policy and SEN Information Report outline the provision the school already has in place to support students with special educational needs and disabilities (SEND). This includes:

- a) Identification of SEND at a very early stage through meticulous liaison with appropriate feeder schools such as nursery schools, primary schools or high schools, supported by individual provision maps and the SEND register.
- b) Keeping staff fully informed of the special educational needs/disability of any student in their charge, including sharing progress reports, medical reports and student/parent feedback.
- c) Listening to students' and parents'/carers' views and taking them into account in all aspects of school life.
- d) Awareness raising programmes for all students about the range of disabilities in the school, in particular creating a very supportive base for each disabled pupil.
- e) Regular training opportunities for staff on SEND and appropriate teaching and learning strategies.
- f) Increasingly specialised in-class support or guidance from trained TLAs (Teaching and Learning Assistants) and Additional Educational Needs Teachers (AEN Teachers).

- g) Specific specialist intervention to build skills (particularly for literacy and numeracy) in small groups and/or adapted timetables.
- h) Specialist advice from other professionals (e.g., Speech and Language Therapist, School Nurse, Occupational Therapist, hearing impaired service, physiotherapist) on how to adapt the curriculum and teaching strategies for individuals.
- i) Special access arrangements for internal and external exams.
- j) Specific target setting and monitoring to ensure all students with SEND make at least expected progress and accelerated progress in intervention groups.
- k) Ready access for parents to staff, with partnerships supported by planned structured conversations and ongoing home-school liaison.
- l) A structured and dedicated transition programme for vulnerable students
- m) Specialist advice and guidance to support transition
- n) Multi-agency support coordinated by the school's Inclusion teams in each year group.
- o) Training for all staff from specialist autism provision staff on teaching and learning strategies for students with autism.

Further development

4.5 The School Development Plan sets out additional development priorities in this area. These include:

- a. Create an inspiring curriculum model which meets the needs of all students.
- b. Broaden the personal development and enrichment of the curriculum to be inclusive of all learners and the schools unique context.
- c. Use assessment, marking and feedback to provided targeted education for all.
- d. Monitor the curriculum through robust leadership to ensure its overall effectiveness and impact.
- e. Implement and monitor a professional development system for all that enables quality training for those working in any role across the school to consider accessibility and inclusion.
- f. Improve the physical environment of the school for the purpose of increasing the extent to which disabled students are able to take advantage of education and benefits, facilities or services, provided or offered by the school.

b) The school environment already incorporates many features to ensure accessibility to students with disabilities.

4.6 These include:

- a) Ramps
- b) A specialist SEND area, with small, quiet and calm learning spaces
- c) Accessible toilet
- d) Features that improve acoustics
- e) Customised furniture and/or equipment
- f) Specialist resources, including digital technologies
- g) Guiding in emergency evacuation.

4.7 In addition, teachers are given advice on how to move and arrange furniture, how to manage lighting, noise and visual stimulus, how to create visual timetables etc., so that individual students' needs are met. Similar attention is given to how students' needs can be met on school journeys and visits.

c) Improve the delivery to disabled students of information which is readily accessible to students who are not disabled

4.10 Teachers and Learning Support Assistants consider the needs of each SEND student and provide accessible learning resources for them. The use of interactive whiteboards and other digital technologies have diversified the ways in which information is presented to all students. Visual and audio information is now as common as written information.

4.11 In addition, the school makes the following available as appropriate:

- a) Differentiated resources with particular attention to reading age, plain English, images and layout.
- b) Chromebooks, iPads and other digital technologies.
- c) Coloured overlays for text.
- d) Tactile resources.
- e) Readers and/or scribes in exams, where appropriate

Further development

4.12 The following opportunities to improve further will be explored:

- a) Opportunities provided by digital technologies.
- b) Regular clear and relevant information to parents in home language if required.

5. Responsibilities

5.1 All staff are responsible for removing barriers to learning for disabled pupils.

5.2 All leaders are responsible for improving accessibility within their area of responsibility.

5.3 The Local Committee is responsible for the approval of this plan.

5.4 The Head teacher is responsible for ensuring the resourcing, implementation and updating of this plan.

5.5 The SENCOs are responsible for ensuring that all current students' needs are covered by this plan and for monitoring the effectiveness of the plan in meeting disabled students' needs.

6. Review

6.1 This Accessibility Plan has the status of a policy of the Local Committee and is reviewed every 3 years with an annual update. The views of disabled students and parents will feed into the review.

Action Plan

	1. Access to Information				
Current good practice	Ref	Item	Suggested Actions	Ownership of Task (School to insert name)	Date Completed
Our school uses a range of communication methods to ensure information is accessible. This includes: Large print resources Pictorial or symbolic representations	1.1	Ensure all communications can be accessed by those with sight disabilities	On the new school website ensure the font can be enlarged when needed.	Jane Vinall (SBM)	
	1.2	School newsletters and communications to be provided in different formats	Online and paper versions are available. Consider issuing in a larger font, or issuing braille documents if required	Jane Vinall (SBM)	
	1.3	Ensure parents with hearing difficulties can access group parent meetings	Hire a sign language interpreter if needed Investigate recording these meetings	Jane Vinall (SBM)	

	2. Access to Site and Facilities				
Current good practice	Ref	Item	Suggested Actions	Ownership of Task (School to insert name)	Date Completed
The environment is adapted to the needs of pupils as required. This includes: • Ramps • Wide corridors and access doors out of the building • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height	2.1	Access via Public Transport	Provide a website link to route planning sites e.g., google maps on the Schools' website.	Jane Vinall (SBM)	
	2.2	Disabled Parking	Mark out an accessible car park bay  Place a sign at the entrance to the car park showing its location. For example:	Jane Vinall (SBM)	

			 Erect a sign in front of the bay at a height of 1 metre. (In case of snow on the ground.) For example: 		
	2.3	Reception Facilities	Add a hinged/drop-down shelf to the reception counter. For example:  Install a portable hearing loop and clearly display the sign.	Jane Vinall (SBM)	



Provide either signage or instructions from the reception area to the visitor's accessible toilet. For example:



Provide a seat with high back and arms. For example:



			Provide either signage or instructions from the reception area to the visitor's accessible toilet. For example: Provide a seat with high back and arms. For example:		
	2.4	External Areas	Make the Juniors school main reception door accessible to all. This could be achieved either with a permanent or temporary ramp. Ensure that all outside steps have nosings. These should be 2-inch strips which are painted or attached to the front and top of	Jane Vinall (SBM)	

			each step. Usually, yellow is used as it is a good contrasting colour. Re paint at the first sign of wear. Demarcate the start and ends of ramps with a thick stripe of paint across the width or a triangle pointing in the direction of the slope. Ensure that ramps have 2 handrails and install where necessary. Install B.S. compliant handrails to the missing sides. They need to be 50mm diameter and should be located 1000mm above the risers. They need to extend 300mm at the top and bottom of the steps.		
	2.5	Internal Signage	Review internal signage and ensure it is all in both uppercase and lowercase lettering. Consider adding an option in Braille. For example: 	Jane Vinall (SBM)	

	2.6	Doors	Change non-compliant door handles to the D style of handle. Example:  Handles which do not contrast in colour to the door should either be changed, painted or a black/yellow tape can be used. For example:  	Jane Vinall (SBM)	
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	3. Access to education				
Current good practice	Ref	Item	Suggested Actions	Ownership of Task (School to insert name)	Date Completed
Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils. Children identified by Surrey County Council as needing to be placed in our Resourced Provision are taught for part of the week in a separate class.	3.1	Regularly review the school curriculum, taking particular consideration of pupils with disabilities	Incorporate different learning styles for pupil with physical disability Create a deaf friendly curriculum if required	Helen Wall (DHT) / Sophie Huntbach (AHT)	
	3.2	Access to the school curriculum for pupils with temporary, emerging or ongoing health conditions	Ensure the school website includes links to online education resources appropriate for all year groups, and includes information to support pupils with special educational needs	Helen Wall (DHT) / Sophie Huntbach (AHT)	

Summary

Guidance and Support

Sources of general advice and information

Listed below are some documents that have been utilised for this report.

- The Equality Act 2010 and Schools – Departmental Advice for school leaders, school staff, governing bodies and local authorities, Department for Education (May 2014) (*quotes used under Open Government Licence V2.0*)
- Building Regulations Approved Document M - Access to and Use of Buildings (2004)
- British Standard BS8300:2009 - Design of Buildings and their approaches to meet the need of disabled people.
- DDA 1995 Code of Practice 'Rights of Access to Goods, Facilities, Services and Premises' 2005.
- Disability Discrimination Act 1995 and 2005, HMSO.
- British Standard BS9999:2008 - Code of practice for fire safety in the design, management and use of buildings.
- JMU Access Partnership & Sign Design Society - Sign Design Guide- A Guide to Inclusive Signage (2004).
- The Access Manual, by Anne Sawyer and Keith Bright, Blackwell, 2003.
- Access Audit Price Guide, Building Cost Information Service, 2002.

Links to Legislation & Codes of Practice

- <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)
- <https://schoolleaders.thekeysupport.com/pupils-and-parents/sen/managing/the-sen-code><https://schoolleaders.thekeysupport.com/pupils-and-parents/sen/managing/the-sen-code-of-practice-a-summary/ofpractice-a-summary/>

Links to DfE Advice

- <https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>
- <https://www.gov.uk/topic/schools-colleges-childrens-services/special-educational-needs-disabilities>

Links to Support organisations

Disability Rights Commission

DRC helpline

Freepost MID 020164

Stratford-upon-Avon CV37 9BR

Telephone (0845) 762 2633

Fax (0845) 777 8878

Text phone (0845) 762 2644

Radar – Royal Association for Disability and Rehabilitation

12 City Forum
250 City Road
London EC1V 8AF
Telephone (020) 7250 3222
Fax (020) 7250 0212
Minicom (020) 7250 4119

National Institute for the Blind

RNIB Customer Services
PO Box 133
Peterborough PE2 6WS
Telephone (0845) 7023153
Minicom (0845) 585691

Royal National Institute for Deaf People

19 - 23 Featherstone Street
London EC1Y 8SL
Telephone (020) 7296 8000
Text phone (020) 7296 8001
Fax (020) 7296 8199

Disabled Living Foundation

380-384 Harrow Road
London W9 2HQ
Telephone (0845) 130 9177 Minicom
(0870) 603

British Dyslexia Association

Switchboard: 0333 405 4555
Helpline: 0333 405 4567 Training:
0333 405 4565 <https://www.bdadyslexia.org.uk/>

Links to Medical information

- <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions->