## 

# Windy Nook Primary School

**Accessibility Plan**

**3-year period covered by the plan : 2025-2028**

**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 disabled pupils can participate in the curriculum

• Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

• Improve the availability of accessible information to disabled pupils

Windy Nook Primary School has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life. We have a caring, supportive ethos that seeks to value all individuals and treat them fairly and with respect. Our school promotes equality of opportunity for disabled people: pupils, staff, parents, carers and others who use the school.

By promoting a positive attitude towards disabled people, we aim to eliminate discrimination and harassment related to disability and thereby fulfil an essential component of our ethos.

We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

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.

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.

**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 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.

The DfE, in collaboration with the Council for Disabled Children, released updated guidance in 2025 to support schools in meeting their legal obligations. Key points include:

* Governors and trustees must ensure that accessibility plans are regularly reviewed and reflect the evolving needs of the school community.
* Schools should embed inclusive practices and ensure that disabled pupils are fully involved in school life.
* The guidance emphasizes the importance of pupil voice, parental engagement, and strategic use of SEN funding.

It is a requirement that the school’s accessibility plan is resourced, implemented and reviewed and revised as necessary.

The Accessibility Plan shows how access is to be improved for disabled children, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practical.

Attached is a set of actions showing how the school will address the priorities identified in the plan.

## Information from pupil data and school audit

Windy Nook Primary School is a one and a half form entry school, spanning Nursery to Year 6. The majority of children who attend the nursery go on to attend Reception. Initial information to establish the profile of the pupils in Nursery and their needs is gathered by school staff. The information is collated prior to starting school by:

* Home visits
* Parent meetings.
* Induction meetings
* Information gathered from previous settings and providers

During reviews and conversations with teaching staff parents are asked to explain how school could help in addressing the needs of the child who is attending Windy Nook Primary School. This feeds into and informs the points for action including:

* Written information
* Physical environment
* Curriculum access

**Information Gathering in relation to the recruitment, development and retention of disabled employees**

Windy Nook Primary School follows local authority guidance on the collecting of information on disabled employees and the recruitment of new staff. This information will be available on the local authority school staffing database. It will be analysed by our school to show where disabled staff are deployed across the school. Other areas of analysis will cover: seniority, TLR payments, permanency of staff, CPD, disciplinary and capability proceedings, harassment and bullying, sickness and those leaving the profession early. Those staff who voluntarily provide information will be assured that it is used confidentially to inform working practice and conditions.

All staff will be supported by the local authority agreed policies on sickness and returning to work. Our school would seek to contact the ‘Access to work’ scheme to explore possible support to staff if required during their employment.

##### Views of those consulted during the development of the plan

The Windy Nook Primary School Accessibility Plan has been developed and drawn up based upon information supplied by The Local Authority, and consultations with children, parents, staff and Governors of the school. Other outside agencies and specialists have also been consulted.

Pupils in our school, including our school council, have provided their views to the group on accessibility issues and the provision they are receiving. See Appendix B. From the Annual Review of pupil statements we collate pupil and parent views to inform our scheme. Through respectful relationships with disabled pupils, we would acknowledge their feelings and respond to their views.

The needs of all pupils and staff, including disabled pupils, are considered when planning and delivering all aspects of the curriculum. It is the responsibility of the three phase leaders to lead their teams and ensure that teaching matches the learning needs of all children.

Each teacher is aware of the individual needs of all of the pupils. This informs the;

* Physical environment
* Curriculum provision
* And the written information shared.

Views of the parents and carers are gathered at the beginning of the year and there are regular occasions throughout the year where details can be updated.

Data is stored centrally by the SENCo on each child to inform the accessibility requirements of the school.

Where we have disabled staff, parents and service providers we will provide a response to suggestions on how we can improve our disability scheme and its priorities. This would inform considerations that may be required to make reasonable adjustments

**The main priorities in the school’s plan**

1.Increasing the extent to which disabled pupils can participate in the school curriculum

The needs of all of the pupils of the school are considered when planning the school curriculum. It is the responsibility of the 4 phase leaders to lead a team of teachers to ensure that the needs of all of the pupils are met.

In order to ensure that all children are catered for the SEN lead works closely with the Headteacher and each TLR is in charge of their team.

Assistant Head leading Early Years

TLR leading Key Stage 1

TLR leading Lower Key Stage 2

Assistant Head leading Upper Key Stage 2

A detailed target setting system for all of the children with special needs has been used. This highlights the specific needs of each child including those with disabilities and targets their curriculum provision.

Where necessary outside agencies are contacted for specialist support eg. HINT, LINT, physiotherapists, support for behaviour management, support from the Educational Psychologist.

All classrooms are able to access the outdoor environment through exits which have wheelchair access.

See action plan for increased access to the curriculum.

2.Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

* Windy Nook Primary School is a single level building with double doors in all main areas. There is disabled access from each classroom to the outside footpaths and yard area.
* The main doors operate on a mechanised system, leading to a secure lobby and the hatch is at a suitable level.
* There are 2 designated disabled toilets. See action plan for increasing access to the physical environment.
* On site car parking for visitors includes a disabled parking bay
* The school has internal emergency signage and escape routes are clearly marked

3. Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

## All information shared takes account of the needs of the pupils. Advice is sought from specialist agencies e.g. hearing impairment agency with regards to specific needs, when they arise e.g. large print needed or use of a hearing aid.

## The views of the parents/pupils and staff are taken account of on a regular basis, this informs the way that written information is delivered.

* Preferences of parents will be taken account of.
* See action plan for increasing the accessibility of written information

Making it happen - Management, coordination and implementation

* Windy Nook Primary senior management team e.g. Headteacher, Assistant Headteachers and Governors will ensure that the 2025-28 Accessibility Plan is managed and implemented.
* The Headteacher, Assistant Headteachers and Office Manager will ensure that quotes for work to be carried out are sought and that the needs of the pupils inform the setting of the budget and the three areas of

1. Increasing the accessibility of written information
2. Increasing the accessibility of the physical environment
3. Increasing the access ability of the curriculum

The Accessibility Plan will also coincide with the School Development Plan and the School Self Evaluation Plan and Strategic Overview.

The School Accessibility Plan will be shared and coordinated with other services and agencies e.g.

* With the LA’s accessibility strategy
* Social services
* Health agencies, particularly in respect of meeting the health needs of the disabled pupils in school.

We will consult with experts when new situations regarding children with disabilities are experienced. The Governors and Senior Leadership Team will work closely with the Local Authority.

The attached action plans set out the priorities set by the school to improve accessibility of Windy Nook Primary School under the headings of

* Increasing accessibility to written information
* Increasing accessibility to the curriculum
* Increasing accessibility to the physical environment.

Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

Links with other policies

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

• Risk assessment policy

• Health and safety policy

• Equality information and objectives (public sector equality duty) statement for publication

• Special educational needs (SEN) information report

• Supporting pupils with medical conditions policy

• Curriculum Policy

•Special Educational Needs Policy

∙ Equal Opportunities policy

∙ Single Equality Duty

Person completing the plan : Mrs L.A. Forrest ( Headteacher)

July 2025

**Accessibility Plan**

**& Disability Equality Scheme Activities**

**School:** **Windy Nook Primary School Date: 2025-2028**

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| **Target** | **Outcome** | **Timescale** | **Resources** | **Person responsible** | **Monitoring and Evidence** |
| **1. Leading and monitoring the disability equality scheme** | | | | | |
| Review all school policies, procedures and plans to ensure that our vision and value statements are explicit within them | All aspects of school life promote equality of opportunity for all pupils | Annual review of policies | Staff meetings  Governing Body meetings | Head Teacher  Governing Body  staff | Governor minutes |
| Review and update school accessibility plan | School is accessible to all pupils | Every 3 years | Staff meetings  Management meetings | Head Teacher  SEN coordinator  Governing Body  staff | Governor minutes |
| The DES will be monitored and reviewed on an annual basis. | Compliance with DES | Annual review alongside SEN policy |  | Head Teacher  SEN coordinator  Governing Body  staff | Governor minutes |
| Create an accurate database of pupils, staff and parents /  carers with identified  disabilities | Up to date database of needs within school | On going | Phase meeting  Update SIMS  Pupils’ views survey | Phase Leaders  Admin Team |  |
| **2. Promoting curriculum access for disabled pupils and adults** | | | | | |
| All out of school activities are planned to ensure the participation of the whole range of pupils | All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements | ongoing | Risk assessments  Pre-trip visits | Teaching Staff  Head teacher | Extra-curricular Log |
| School visits are made accessible to all pupils irrespective of attainment and impairment | All pupils have access to all school visits | ongoing | Pre visit visits  Risk assessment | Teaching staff  EVC Coordinator | All children access all visits |
| Classrooms and other settings are optimally organised to promote the participation and independence of all pupils | Lessons start on time, without the need to make adjustments to accommodate the needs of individuals | ongoing | Visual timetables  Now and next cards  Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases | Teaching Staff  Head teacher | Learning Walks |
| Training and awareness raising of disability issues for staff, governors , parents and pupils | Whole school community awareness of the issues relating to access within school | SEN training | Understanding of differing needs and disabilities | Head teacher | Training records  Evidence of parental participation |
| Pupils with disabilities can access ICT equipment if appropriate | All children and adults can access the full range of ICT equipment available in school to support their learning | ongoing | Audit of need ICT equipment to meet needs  Specialist support from outside agencies | Head teacher  SEN Coordinator | Children have access to ICT equipment to help them with the recording of their work |
| **3 Improving the physical environment of the school and its services** | | | | | |
| Ensure that pupils in wheelchairs can move around the school without experiencing barriers | All children and adults in wheel chairs can access all parts of the school | Carry out audit of need, if need arises. Carry out risk assessment if need arises. | Specialist support from outside agencies  Doors to and from classrooms wide enough for wheelchair access  PEEP completed for pupils in wheelchairs | Head teacher  SENCO | Resources Committee Health and Safety Walk rounds |
| Provide pathways to travel around the site. No areas in school only accessible by steps – all areas ramped | All children and adults in wheel chairs can access all parts of the school |  | Specialist support from outside agencies | Head teacher | Resources Committee Health and Safety Walk rounds |
| Ensure Personal Emergency Evacuation Plans cover pupils and adults with a disability | Staff are aware of all Personal Emergency Evacuation Plans and routes from their classrooms for vulnerable pupils | Reviewed annually | Specialist support from outside agencies  Identify alternative route for evacuation from classrooms e.g. if door widths are too narrow, if fire alarm won’t be heard. Fire drills to prepare for actual event at different times  of the day with all staff  members | Head teacher  All Staff  SEN coordinator | Record of Fire drill practices  Fire Evacuation Plan monitored annually or as needs change |
| **4 Improving the quality of information for and about disabled pupils and adults** | | | | | |
| Provide information in a range of formats, including website access | Information to be shared can be found on website and in a range of formats | ongoing | Specialist resources and support from outside agencies | Head teacher  Admin Team | Feedback indicates delivery of school information to parents/ carers /school community improved |
| Ensure that parents/ carers who have a disability can receive information and reports by an alternative method | All parents / carers have appropriate access to the information the school shares  Specific arrangements made to meet identified needs | ongoing | Specialist support from LA when needed  Update Sims  Seek the views of parents/ carers on preferred method of communication  Ensure all information is made available in a suitable format in a reasonable time e.g translated into appropriate language, available in large print | Head teacher  Admin Team | Copies of information kept on file |
| Create an accurate database of pupils, staff and parents / carers with identified disabilities | Up to date database of needs within school | ongoing | SIMS training Staff meeting  Update SIMS  Pupils’ views survey | Headteacher  Admin team  SEN coordinator | Annual updates |