



Accessibility Plan

**WILLOW GROVE PRIMARY SCHOOL
ACCESSIBILITY PLAN**

ADOPTION AND AMENDMENTS TO ACCESSIBILITY PLAN

Section	Governors' Meeting or Committee
Whole document	KET Steering Group - 25 th April 2024
Whole document	LGB – 10 th February 2025
Whole document	LGB – 6 th October 2025
Next review: 2026/2027	

WILLOW GROVE PRIMARY SCHOOL ACCESSIBILITY PLAN

Introduction

This Plan adheres to current legislation relating to accessibility and discrimination statutory guidance.

Schools and Local Authorities have to carry out accessibility planning for disabled pupils. Our school's accessibility plans are aimed at:

- Maximising the extent to which disabled pupils can participate in the curriculum
- Providing the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and
- Providing the availability of accessible information to disabled pupils
- Ensuring the school website is accessible

We recognise the need to provide adequate resources for implementing plans and will regularly review them.

The Willow Grove Primary School building is newly designed and built (2024) and is well designed to meet the needs of pupils with disabilities:

- The school building is on two levels and has good wheelchair access/ lift access.
- The immediate public-access to reception does not involve any steps.
- The school has three disabled toilets, with one in the admin area for adults.
- Circulation space in corridors is good and all doors are designed to easily accommodate use by wheelchair users.

Key Objective

To reduce and eliminate barriers in accessing the curriculum for pupils, prospective pupils and our adult users with a disability in order to fully participate in the school community.

Principles

1. Compliance with the Equality Act is consistent with the school's aims and Single Equality Scheme, and the operation of the school's SEN policy;
2. The school recognises its duty under the DDA:
 - not to discriminate against pupils with disabilities in their admissions and exclusions, and provision of education and associated services
 - not to treat pupils with a disability less favourably
 - to take reasonable steps to avoid putting pupils with a disability at a substantial disadvantage
 - to publish an Accessibility Plan.
3. In performing their duties, governors and staff will have regard to relevant legislation.
4. The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.
5. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:

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- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individual and groups of pupils.

Activity

Willow Grove Primary School has identified the following points for action in order to achieve the key objective:

a) Access to Education

The employment of a specialist SENDCO ensures that all staff receive advice and training in making the curriculum accessible to all pupils, and are aware of its importance. The school will continue to seek and follow the advice of LA services, such as specialist teachers and SEN advisers, and of appropriate health professionals from the local NHS Trusts.

b) Physical environment

The school will take account of the needs of pupils and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

c) Access to information

The school is aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Linked Policies

This Plan will contribute to the review and revision of related school policies, e.g.

- School Improvement Plan
- SEND policy
- Single Equality Scheme
- Behaviour Policy
- Curriculum policy

Making it happen:

Management:

The SENDCO and Headteacher are responsible for the management of the plan.

Co-ordination:

The Headteacher and Chair of Governors will co-ordinate the reporting and monitoring of the Plan

Implementation:

The implementation of the Accessibility Plan will be monitored by the LGB.

The success of actions taken will be reviewed annually.

Publication and availability of the plan

The Accessibility Plan will be made available to parents via the information box in reception, on the school website and in the school policies file on the main server for all staff.

ACCESSIBILITY PLAN 2024- 2027

Outcomes	Activities	Timeframe	Responsibility	Success Criteria
<p>Governors and staff understand the implications of accessibility and discrimination</p>	<p>Staff and Governors briefing/training.</p> <p>Revision of policies/plans to meet Equality Act.</p> <p>Governors to approve reviewed policies.</p>	<p>Yearly as part of September INSET Involvement in drafting and approval during Finance and Premises meetings</p>	<p>HT and SEN Governor</p> <p>All subject leaders</p> <p>Governing Body</p>	<p>All staff and governors show awareness and knowledge of legal requirements.</p> <p>All policies reviewed and revised and show commitment to equal opportunities.</p> <p>Policies approved.</p>
<p>The new school is set up effectively when considering accessibility – this includes both access around the building and for accessing the curriculum.</p>	<p>H and S walks / steering group involved in the sign off of the building.</p> <p>Curriculum decisions consider accessibility and diversity.</p> <p>Steering Group / LGB to approve new and reviewed policies.</p>	<p>September 2024</p>	<p>Trustees / HT / LGB</p>	<p>A successful set up is achieved – the building and curriculum are accessible for all and considers those with SEND.</p>

<p>Curriculum: All staff are up to date with equality policies including supply staff.</p> <p>SENDCO to audit and plan for equipment and resources needed for accessibility.</p> <p>Ensure that we have appropriate resources in school e.g. sloping desks, appropriate lighting, and ability to offer full access to IT, to cater for the full range of disabilities.</p>	<p>Policies issued to staff and discussed.</p> <p>SENDCO to ensure that the resources are available for pupils.</p> <p>Budget to be available in initial set up for a stock of general / commonly required SEND equipment / resources</p> <p>In the initial set up, standardised SEND testing and resources are part of the resourcing plan.</p>	<p>Induction programme. September INSET</p> <p>Ongoing</p>	<p>All staff</p> <p>SENDCO</p>	<p>Policies and practice reflect principles of equality.</p> <p>To have a 'spare' wobble cushion, sloping writing desk and pencil grips for any new needs identified during the course of the year.</p>
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<p>Ensure the school library book stock and teaching software includes positive images of disability and diversity.</p>	<p>Work with book suppliers to ensure a good range of books are chosen which reflect this.</p>	<p>Each financial year to include the purchase of up to date books and software that promotes positive images.</p>	<p>SENDCO and HT</p>	<p>Good range of books and software available that promote positive images of disability.</p>
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Continue to monitor standards and achievement of all groups or children attending our school to ensure that all children attain as highly as possible across all areas of the curriculum.	Check tracking data, evidence from lesson observations and subject leader monitoring.	2024-27 a continuous process.	Class teachers, Team Leaders, SENDCO Assistant Headteacher and Headteacher.	Evidence shows inclusion across all areas of the curriculum and that standards attained are in line with all children in the school showing an expected range of above average and average attainment across any groups or individuals with disabilities.
Premises: The school building opens in September 2024. The accessibility of the building will continue to be monitored and any issues will be dealt with promptly.	Audit of the new building. Ongoing re-assessment of accessibility after the initial opening. Advice of specialist agencies of accessibility of the premises for individual pupils if needed.	Ongoing	Trustees / HT	The premises are appropriate for a range of needs.
Communications: Physical, mental and special medical needs of all children who come into school on a regular basis are shared with adults who will be working with the children.	Children's accessibility needs are determined on induction.	Ongoing	Foundation staff, class teachers, SENDCO, HT	Appropriate arrangements made to ensure access and inclusion of children and adults regularly attending school.

<p>Awareness of physical, mental and special medical needs of all employed staff.</p>	<p>HT, AHT/SENDCO to share information and ensure accessibility needs are met.</p>	<p>Ongoing</p>	<p>HT, AHT/SENDCO</p>	<p>All employed staff are expected to share physical, mental and medical needs if deemed appropriate.</p>
<p>Ensure that communication provided for parents meets their needs and the requirements of the Equality Act 2010.</p> <p>Awareness of parents/carers with disabilities so that appropriate support arrangements can be made if required.</p>	<p>Audit all means of communication with families and carers.</p> <p>Plan alternative methods of communication which can be provided e.g. text, large print, audio.</p> <p>Ensure that school admissions form asks parents/carers if they have any special needs – assess this for undeclared needs when meeting parents</p>	<p>September 24 then ongoing</p>	<p>HT / AHT/SENDCO</p> <p>School office staff, SLT</p>	<p>All parents with disabilities have their needs met and receive exactly the same communications from school and have the same opportunities for communication with school as other parents.</p> <p>Awareness of disabilities needing to be catered for by the school. Parents and carers' needs are catered for to ensure equality.</p>

<p>Consider changing cohorts / growing school population – the premises and curriculum remain effective.</p>	<p>Regular reviews between staff. Trustees and LGB to ensure that accessibility is not reduced as the school grows.</p> <p>Regular subject leader reviews to ensure that each subject is accessible and that appropriate resources are purchased and available.</p>	<p>Ongoing</p>	<p>HT, staff, LGB, Trustees</p>	<p>The accessibility of the premises and curriculum does not reduce as the school grows.</p>
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