



# The Willows Primary School

## Accessibility Plan

Reviewed - January 2026

### 1. 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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We want all children to enjoy school, to be challenged to achieve their very best, and to understand their part in and responsibility to their community. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs, offering a broad and balanced curriculum and having high expectations for all children. The achievements, attitudes and well-being of all our children matter.

The plan will be made available online on the school website, and paper copies are available upon request. The school works with a variety of external agencies to develop and implement the plan and welcomes any further partnerships from any sector.

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.

### 2. 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.

### 3. Contextual Information

*Site:*

The Willows is an accessible split-level building. The lower level has lift access within the main entrance of the school. There is a car parking space reserved for disabled people in the staff car park in front of the school. The main entrance and the route to the main door is free of steps, gravel or uneven paving surfaces. Movement around the site can be restricted by steps (hall to playground). All corridors and internal doors allow wheel-chair access, and the school has accessible toilets which contains a toilet, hand-basin and emergency assistance cord. The playground is now accessible from the hall via a ramp which supports easier flow in and out of the school for children and visiting adults. Of the 10 classrooms with direct access to the outdoors, all are fully accessible. Each play area is generally clear and accessible for visually impaired learners and yellow strips are painted / placed on the edge of all steps. Almost all fire exits are fully accessible for learners and visitors and there is a clear evacuation plan for individuals with disabilities. Classrooms are fitted with blinds to filter sunlight effectively. There is a dedicated therapeutic space for children who require breaks or additional therapeutic support. Due to the restrictions of our site we assess the needs within a year group on an annual basis and make adjustments to the class bases occupied by a year group as required.

***Current Range of known disabilities:***

The school has children with a range of disabilities including moderate and specific learning disabilities, limb difference, Autistic Spectrum Disorder and ADHD as well as long-term medical conditions. We have a small number of pupils and parents who have a visual impairment and also hearing impairment.

***Increasing access for disabled pupils to the school curriculum:***

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. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits are made accessible to all learners irrespective of attainment or disability. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short-term sanction and to ensure the safety of others. All staff seek to remove all barriers to learning and participation through setting suitable learning challenges, responding to pupils' diverse learning needs and overcoming potential barriers to learning and assessments for individuals and groups of pupils. Reasonable adjustments are made for all learners and staff including use of pictorial symbols, technology and communication aids where needed. Children with long term medical conditions have additional plans which specify particular adjustments such as rest breaks, responses to symptoms and medication required.

4. **Action plan** - This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

| Aim   | Current good practice  | Objectives  | Actions to be taken  | Person responsible          | Milestone check in  | Success criteria  |
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| <p>Increase access to the curriculum for pupils with a disability</p> | <p>Our school offers a differentiated curriculum for all pupils.<br/>                     We use resources tailored to the needs of pupils who require support to access the curriculum.<br/>                     Curriculum resources include examples of people with disabilities.<br/>                     Curriculum progress is tracked for all pupils, including those with a disability.<br/>                     Targets are set effectively and are appropriate for pupils with additional needs.<br/>                     The curriculum is reviewed to ensure it meets the needs of all pupils.</p> | <p>Work with the MAT / Orwell Teaching School to provide a suite of training for staff at all levels to:<br/>                     increase staff knowledge of different needs and support them to address barriers to learning.</p> | <p>Audit of need / SEN across trust schools<br/>                     Audit of staff training need in relation to identified disabilities / SEN<br/>                     Training prepared and offered through Orwell Teaching School<br/>                     Dissemination of training in individual schools through staff meetings ./ bulletins etc.</p> | <p>SENCo Steering Group</p> | <p>January 2025</p> | <p>Staff report increased levels of confidence to meet the needs of children in their classes.<br/><br/>                     Improved pupil data &amp; experience</p> |

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| <p>Improve and maintain access to the physical environment</p> | <p>The environment is adapted to the needs of pupils as required and advice is sought from external agencies as to how to improve the site with specific disabilities in mind.</p> <p>Classroom bases are changed on an annual basis to accommodate the needs of the children with disabilities to overcome some of the access difficulties of the site.</p> <p>We have: Ramps, a Lift, a tidy corridor policy, Disabled toilets and changing facilities, Library shelves at wheelchair accessible height, adapted seating &amp; additional adult support.</p> | <p>Work with the trust to create an accessibility plan for the trust which is sustainable, financially viable and improves access for all.</p> | <p>Site review - key question: what would my experience be if... I had a visual impairment</p> <p>I had a hearing impairment</p> <p>I had a physical disability</p> <p>I used a wheelchair</p> <p>Parent / Pupil Survey</p> | <p>Finance &amp; Resources Governor Committee</p> <p>SENCo Peer Review</p> | <p>January 2025</p> | <p>Analysis of data / observations collected from stakeholders / reviewers</p> <p>A long term plan of works is costed and considered.</p> |
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| <p>Improve the delivery of information to pupils with a disability</p> | <p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> <li>• Translation on our website</li> <li>• Interpretors (through other services accessed by FSW)</li> <li>• iPads</li> </ul> <p>We act on advice from external support agencies e.g Occupational Health, Physiotherapy, Visual Impairment Team to support individual pupils.</p> | <p>Work with the trust to create a communication strategy to include use of technology, translation services and best practice differentiation tools.</p> | <p>Audit of communication aids and support used across the trust.</p> <p>Audit of need in relation to this.</p> <p>Procurement of apps, equipment, translation services etc. as required.</p> | <p>SENCo Steering Group</p> | <p>January 2025</p> | <p>Trust support services and document in place.</p> |
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