Accessibility Policy and Plan

2026-2029



WILLINGTON PRIMARY SCHOOL

Accessibility Plan

Willington Primary School

Approved by:	Mrs K Harker & Mrs E Britton **Date:** October 2026
Last reviewed:	September 2026
Next review due by:	September 2029

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.

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.

The school supports any available partnerships to develop and implement the plan.

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.

We have included a range of stakeholders in the development of this accessibility plan.

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.

Action plan

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

3. Physical

Process for Identifying Barriers:

To ensure the building remains accessible for all, the Head teacher will monitor all risk assessments, service use and as part of the school evaluation process, feed back to the Governing body any modifications that may need to be made to ensure the building can be accessed and used by all.

Current access provision:

- The building is on two levels with three sets of stairs.
- There is a staircase from the main reception into the building, one external staircase to enter KS1 and one internal staircase to access KS2
- Ramp access is available through the EYFS Nursery door.
- All doors and corridors are wide enough for a wheelchair to pass through.
- The path leading to the building from the main road is wide enough for a wheelchair to pass through comfortably.
- At the front of the building, near to the main entrance, we have disabled parking space for one vehicle.
- The building has one accessible toilet.
- There are different height tables situated around the building to accommodate need within the school, which can be moved to any area.
- Within school there is a moveable oven/cooker that can be placed on tables to allow accessibility for all.
- There is flexibility and versatility in all classrooms to accommodate any pupils with physical needs.
- All tables and chairs can be moved.
- The school is served by a wireless system enabling internet access at any point in the building.
- The school have a number of portable devices such as IPads, laptops and Chrome books for pupils use.

Target	Strategies	Time-scale	Responsibility	Outcome
To develop playground and equipment to support all pupils.	Playground equipment available for all pupils	Ongoing throughout the Year	PE co-ordinator, Lunchtime Staff, Class teachers, Support Staff	Children happy and engaged in purposeful activity over lunchtimes Observations
To ensure PE lessons are appropriately differentiated to ensure the participation of the whole range of pupils.	To use a range of equipment and strategies are used to support every child as an individual.	Ongoing throughout the Year	Class teachers, support staff	Children make good progress and meet their targets in PE.
Improve and maintain access to the physical environment	The building meets the needs of all current pupils. This includes: • Corridor width • Disabled parking bays • Disabled toilets and changing facilities	To continue to review the accessibility of the school environment in relation to any changes to the needs of SEND pupils on roll	Regular review of the needs of SEND pupils to ensure they are able to fully access the physical environment, making any adaptations as necessary	HT/SENCO Ongoing

4. The School Curriculum

Process for Identifying Barriers:

Teachers' planning is moderated and monitored by SLT and subject coordinators to ensure the range of needs are accommodated and individual children's needs are identified.

Current Curriculum Provision:

- Within teacher's medium and short term planning, named pupils work on programmes aimed at improving their basic skills in English and Maths, coordination, motor skills, speech and language, integration into group situation and socialisation skills. Delivery is conducive and adapted to meet all learner's needs.
- All children are given equal access to a wide range of extra-curricular activities which are designed to meet the range of needs, visits, visitors and themed weeks which address specific subject learning opportunities such as sports week.
- The school constantly engages in additional staff training to ensure members of staff are first aid trained at different levels such as Paediatric First Aid, First Aid in the Work Place or Trained First Aider. Staff are given the knowledge and skills so that they feel proficient, skilled and knowledgeable to meet the needs of all pupils with a disability or allergy.
- To ensure the curriculum is accessible for all, the school use visual timetables, wobble boards, pencil grips, motor programs, movement programs, speech and language programs and offer a number of therapy programs as a means of support for identified pupils.
- All staff receive Level 1 Safeguarding training. There are three Designated Safeguarding Lead, the HT, DHT andSENCO have level 2 qualifications and have attended additional safeguarding training sessions.
- All elements of Social, Moral, Spiritual and Cultural education including addressing British values, RSE and safeguarding concerns such as E-safety are permeated across subject and evident in curriculum planning and the sharing of pupils work through display. All pupils identified with a learning need, in each class, have access to intervention programs as part of their daily teaching program.

Target	Strategies	Time-Scale	Responsibility	Success Criteria
To ensure lessons are appropriately adapted to ensure the participation of the whole range of pupils.	Use a range of teaching methods and styles e.g. questioning techniques, partner/group work, peer tutoring, visual timetables	Ongoing throughout the Year	Class teachers, support staff	Children make good progress and meet their targets.

To organise classrooms to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning of all students, with particular emphasis on disabled students	Ongoing throughout the Year	Class teachers, support staff	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils
To keep up-to-date on all safeguarding training	Audit training needs of all staff. During the induction of new staff to the school they are informed of the designated officers for the school and how to record incidents and who to report information to.	Autumn term & reviewed termly	Office Manager SENCO HT	The pupils are kept safe at all times and staff are aware of the reporting procedures in place.
To finely review attainment of all SEN pupils.	SENCO/Class teacher meetings/Pupil progress Scrutiny of assessment system Regular liaison with parents/carers	Termly (See Action plan for more information)	SLT, SENCO and class teachers	Diminish differences - children working at or closer to ARE

5. Awareness

Process for Identifying Barriers

All stakeholders have the opportunity to partake in an evaluation session at the end of an academic year to identify the school's strengths and areas for development. On a termly basis, the HT reports to the Governing Body on the school provision, curriculum design and staffing professional development to ensure there is a culture of understanding relating to Equality.

Current forms for ensuring Awareness:

- Within the curriculum, time is set aside to address aspects of Equality and explore pupils understanding and values through small group discussion and activities and questions around aspects of learning.
- PSHCE/RSE curriculum is delivered from EYFS to Y6 following medium term plans which covers all topics relating to living in the wider world, health and wellbeing and relationships.

Target	Strategies	Time-Scale	Responsibility	Success Criteria
To address different aspects of disability through assembly themes and class discussions.	To hold regular assemblies relating to wellbeing, SMSC or areas of intolerance that are experienced in school.	Ongoing throughout the academic year	DHT HT SLT	There is an ethos of caring and tolerance of others emanated around the school.
To promote positive attitudes towards disabled people.	Ensure books and posters are visible around school, which portray positive images of disabled people	Ongoing throughout the academic year	Class teachers, support staff	Increased awareness of others.

6. Communication

Process for Identifying Barriers:

The Governing Body and HT audit the methods in which to communicate with parents, carers, teachers and pupils to ensure all methods of communication and getting information distributed is effective.

Current Forms of communication used:

- The school presently uses a number of methods to communicate with stakeholders and keep people up-to-date with life in school and their children's learning, such as termly parents' evenings, Weekly Bulletin, online learning platform Seesaw, parent messaging app DOJO, personal invites, text messaging and the school website.
- Parents have daily access to their teacher through the Dojo messaging app.
- Teachers are always available to speak to parents and respond to emails.

Target	Strategies	Time-Scale	Responsibility	Success Criteria
To use *Arbor & Dojo* to send out update text messages and emails with links to the Facebook pages and weekly Newsletters	Admin manager to collect all contact details from family members	Ongoing	Admin Assistants HT	High proportion of Parents will access Newsletter

For all teachers to be kept up-to-date as to the categories their pupils fall within, such as SEND [Special Educational Needs or Disability] PP [Pupil Premium] , CLA [Children Looked After], FSM [in receipt of Free School Meals] or EAL [English as an Additional Language]	To prepare class information sheets (Cohort Notes), which highlight the group or groups a child may fall within.	Half Termly	Admin Manager HT SENCO	All data analysed shows pupil progression and indicates the attainment levels and expectations nationally for specific pupil groups.
To make available any written material in alternative formats	All staff and parents aware of services available for requesting information in alternative formats and any adjustments that may be needed when they visit school.	Annually	HT, Office manager	Written information available in alternative formats and languages, on request. All admin staff, parents and community users know how to access alternative formats.

7. Support Services

Process for Identifying Barriers:

Information is shared amongst multi-agency professionals working in County Durham. Information is sought from the previous school for all pupils admitted to the school at the beginning or through the academic year. The SENCO, HT or class teachers attend all transfer-in meetings, or multi-agency meetings to identify need. Support Plans and pupil files are regularly updated after discussions with multi-agencies and professionals.

Current Support Services:

- The school work very closely with multi-agencies within the local authority to ensure a catalogue of evidence and advice is available to support and meet the needs of children. This information or chronology is updated regularly after meetings or discussions concerning the child.
- The school use the services of all the professional teams working within the local authority including health colleagues such as CAHMS, SALT, Health Visitors, Family Workers, One Point teams and Social Workers.
- The school also buy into the services of the the Educational Psychology Service.

Target	Strategies	Time-Scale	Responsibility	Success Criteria
To continue up-skilling members of staff to have a working knowledge of multiagency support available for all pupils.	To audit current skills of all staff in relation to support services they can offer pupils;	September 2024 and ongoing.	SENCO All Teaching Staff HT	The needs of each child are known and teachers feel confident in dealing with any situation that may arise proficiently. All policies and guidelines are available for reference and up loaded on to the website for access.

To work more closely with Local Authority Education Psychologist service	Ensure that meetings/discussions are held with EP prior to assessment and then follow up/summary is given after assessment to teachers and parents.	Termly	HT SENCO Teaching Staff	Greater understanding of the needs of the children are explained clearly to the adults working with the children and their parents.

8. Monitoring arrangements

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

9. 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