



Accessibility Policy

Policy Number:	
Approval date:	
Review date:	

Adopted by the Board of Trustees/Governing Body

Signed Chair of Governors	
Signed Chair of Trustees	
Signed CEO	

The review of this policy will be as and when required in response to national requirements and in light of continuous school based monitoring and evaluation data.

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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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.

At Watling Meadows Primary School we have high aspirations and expectations for all pupils with SEND. We aim to ensure that the best outcomes are achieved for individuals and we recognise the value of listening to the views of pupils and their parents throughout this process.

We believe that all children and young people are entitled to an education that enables them to make progress so that they can achieve their best, become confident and proud individuals and make a successful transition into secondary school, further education, training or employment.

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.

More information about Warwickshire's local offer can be found here:

<https://www.warwickshire.gov.uk/send>

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents/carers, staff and governors of the school.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

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

AIM	CURRENT PRACTICE	GOOD	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	• 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		Training to refresh supporting literacy needs within the classroom EPATT training to support pupils with maths, spelling and reading	STS and SENDCo EPS and SENDCo	September 2026 September 2026	Staff will have renewed strategies to support pupils with literacy needs within the classroom Staff will understand how to utilize the EPATT programme and be able to provide tailored to pupils who require it

AIM	CURRENT PRACTICE	GOOD	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height		Environment audits completed by SENDCo (inc. areas outside of classroom) and adjustments fed back to team leaders	SENDCo and staff	September 2026	Areas will allow suitable access for all pupils
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: • Classroom signage • Large print resources • Induction loops • Pictorial or symbolic representations		Review and improve the use of visuals throughout the school e.g. label equipment and rooms.	SENDCo and HH	September 2026	All pupils including those with communication needs will be able to identify key areas in our school

4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by The SENDCo.

It will be approved by the governing body.

5. 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
- SEND policy
- Supporting pupils with medical conditions policy