



Accessibility Plan

| Ratification by Warrender Governing Body | |
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| Policy Updated: | April 2026 |
| Date of next Review | April 2028 |
| Signature (Governors): | W Maynard |
| Signature (Headteacher): | HBrown |



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.

Our school values of ASPIRE, ensure that children will support, respect and inspire each other to achieve and enjoy their learning.

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, the complaints 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 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, those with neurodivergence and individuals with physical disabilities.

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.

This policy complies with our funding agreement and articles of association.





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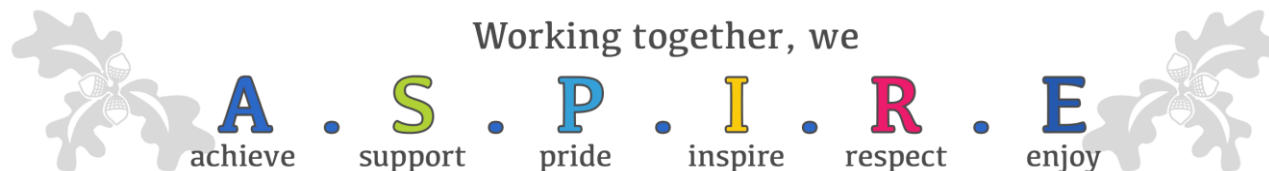
3. Current Baseline information

As of April 2026, we have 11 pupils with disabilities including 1 pupil with physical disabilities, 10 pupils with sensory impairments

4. Action plan

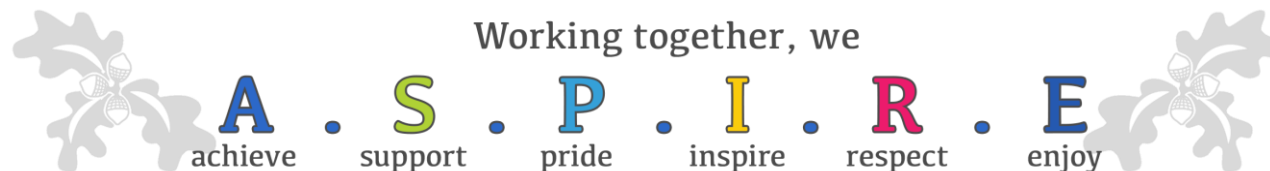
This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

| AIM | CURRENT GOOD PRACTICE | OBJECTIVES | ACTIONS TO BE TAKEN | PERSON RESPONSIBLE | COMPLETION DATE | SUCCESS CRITERIA |
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| Access to the curriculum for pupils with a disability | <ul style="list-style-type: none"> Our school offers an adapted curriculum for all pupils implementing strategies from Ordinary Available Provision-scaffold, use of visuals, adult support, preteach. We use resources tailored to the needs of pupils who require support to access the curriculum Curriculum resources include examples of people with disabilities – for example: Widget, buff coloured displays and resources, overlays, print size, text and read software, 12 pairs of ear defenders, 5 wobble cushions, 1 yoga ball, 2 adjustable swivel chairs, fidget toys, soft and hard putty to release hand tension, laptops with speech to text facility, adapted P.E. equipment, coloured overlays. | <ul style="list-style-type: none"> Writing risk assessments and plans for children and staff to access all areas of the school Making adjustments and putting plans in place for any new starters Providing time and funding for training to support and upskill staff when pupils move classes Accessibility Plan | <p>PEEP written and shared at the start of academic year</p> <p>Termly Provision Map target setting meetings</p> <p>Carefully planned CPD sessions throughout the year support the school development plan and needs of the school</p> | <p>SENDCO Headteacher Site Manager</p> <p>Class teachers</p> | <p>Yearly</p> <p>Termly</p> <p>Termly</p> | <p>Broader range of teaching strategies used to meet learner's needs</p> <p>Pupils with disabilities make progress in line with or exceeding their peers, evidenced through termly data analysis</p> <p>Child feel supported and understood, empowering them to succeed socially and academically</p> <p>'Parents work in partnership with the school and are aware of the adaptations and their impact'</p> <p>100% of pupils with disabilities able to access all curriculum areas</p> <p>100% of staff report feeling confident (rating 4/5 or above) in supporting pupils with</p> |





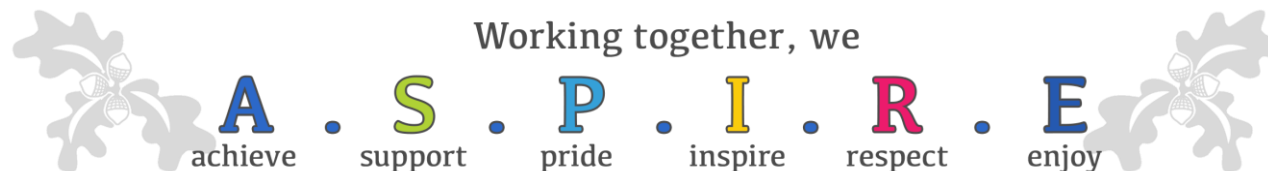
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| | <ul style="list-style-type: none"> • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • Robust interventions to address gaps in skills and knowledge are implemented and reviewed termly • The curriculum is reviewed to make sure it meets the needs of all pupils- access for all. • Liaison with external services and agencies (physical, sensory, speech, learning, behaviour, etc.) • Detailed pupil information given to all staff through one page profiles • TA deployment to cover a range of curriculum needs • Access arrangements made for assessments: SATs, Multiplication time tables check, phonic screening checks (additional time, larger print, movement breaks, buff coloured printing, scribes and readers) • Yr 6 parents informed of the access arrangements for SATs • Specialist resources available to support specific need <p>SMSA</p> | | | | | <p>disabilities, measured through termly staff surveys"</p> |
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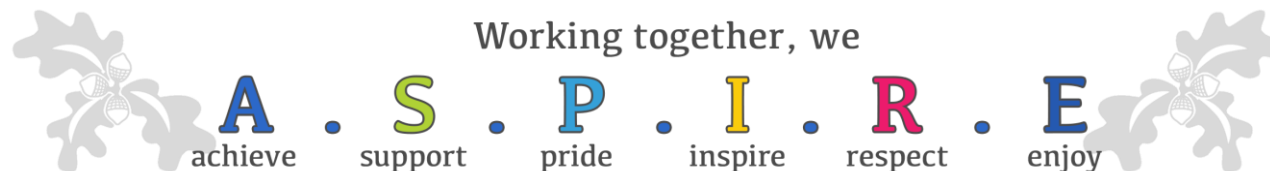
| | <ul style="list-style-type: none"> Neurodiversity support at lunchtimes Summer 2026 <p>Teaching Staff:</p> <ul style="list-style-type: none"> Dyslexic support Spring 2026 Regular staff training teachers, support staff and SMSA – 2025-26 : Dyslexia, neurodiversity, ASD/ADHD training Extra-curricular activities accessibility statement Provision Map writing SMART and effective targets – Autumn and Spring 2026 <p>All staff:</p> <ul style="list-style-type: none"> Neurodiversity – September 2026 Valued behaviours and therapeutic thinking Oracy support Interventions: Handwriting, sentence structure, writing Scaffolding and questions for disadvantage children | | | | | |
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| Improve and maintain access to the physical environment | <ul style="list-style-type: none"> Infant building is all on ground level with no steps A lift in the KS2 building allows access to the first floor Wheelchair-accessible toilet on each floor in the KS2 | <ul style="list-style-type: none"> Creating a wheelchair accessible toilet in the Infant building (refurbishment of male toilets planned for Spring term) (£20,00) | Refurbishment of male toilets | Site Manager - Dean Taylor Headteacher Helen Brown | By Summer 2029 due to raising of funds | Accessibility to toilet in both buildings |





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| | <p>building and adjustable tables for children to sit at in wheelchairs.</p> <ul style="list-style-type: none"> • Electric gates to enter school site so that wheelchair users can enter safely. • Regular maintenance of the field to fill in pot holes • Low-level entrance to EYFS and KS1 classrooms • Wheelchair access to all areas including the field (grass area) via the ramp with tarmac surface • Wide adjusting doors which access the hall • Audible fire alarm and fire evacuation sledge in the KS2 building • Some specialist learning space (Rainbow room) for 1:1 and small group work • Disabled parking bay in the school car park • Low-level access from the street into the school via accessible entry points and tarmac ramp service • Library shelves at wheelchair-accessible height • Wide access doors to access the hall area • Personal emergency evacuation plan (PEEP) | <ul style="list-style-type: none"> • Intimate care space for Nursery children (£10,000) • Ensuring evacuation sledge training for staff and ongoing lift maintenance • Regular servicing of the lift and equipment to ensure accessibility between floors Accessibility Plan | <p>Service of the lift</p> <p>Training for sledge</p> | <p>Dean Taylor</p> <p>Kyle Hunter</p> | <p>Yearly PEEPs</p> <p>Termly</p> | <p>Working lift in order for staff and children to use</p> |
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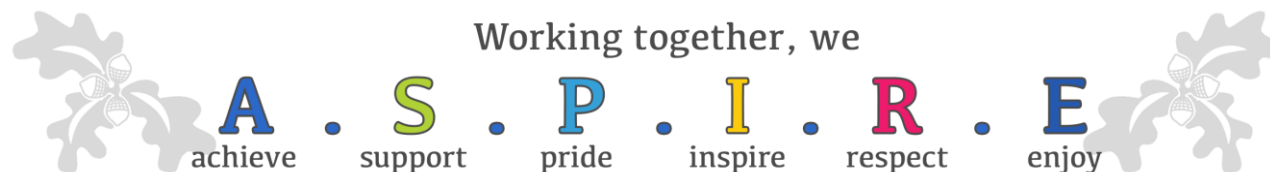


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| | <p>written for individual children</p> <ul style="list-style-type: none"> • Flashing and sounding fire alarms • Acoustic environment consideration for all pupils with hearing impairment • Procurement policies <ul style="list-style-type: none"> ◦ Software- online demos undertaken by Senior Leaders and adaptation questions asked ◦ Physical resources- high quality research takes place prior to ensure resources support all learners | | | | | |
| <p>Improve the delivery of information to pupils with a disability</p> | <p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources upon request via the school office • Braille – if requested through the school office • Hearing loop system individualized and portable • Pictorial or symbolic representations • Text to Speech software • Reader pens | <ul style="list-style-type: none"> • Maintenance of equipment for those with disability • Sourcing additional resources to support individual needs (£2000 allocation in budget for physical resources) • Ensuring the SENDCO has time to develop a support network with communication programme leads, keeping up-to-date with new pedagogy and resources | <p>Additional resources sourced to support individual needs</p> <p>Ensure SENDCO has time to develop a support network with communication programme leads, keeping up-to-date with new pedagogy and resources'</p> | <p>SENDCO</p> | <p>Termly</p> <p>As required</p> <p>As required</p> | <p>Resources support the child in accessing the learning</p> |



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| | <ul style="list-style-type: none"> • Dim light setting in KS2 classrooms • Adjustable tables for wheelchair users • Translation services (external translation company support) available for parents and carers with disabilities • Website accessibility compliance (WCAG 2.1 AA standard) • Staff training on accessible communication • Parents can request information in large print, audio format or translated into other languages by contacting the school office. Response time is within 5 days. • Appropriate resources to support working memory/ dyslexia – speech to text font • Separate policy for medical conditions | | | | | |
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| AIM | CURRENT GOOD PRACTICE | OBJECTIVES | ACTIONS TO BE TAKEN | PERSON RESPONSIBLE | COMPLETION DATE | SUCCESS CRITERIA |
| Ensure all school trips are accessible | <ul style="list-style-type: none"> • Complete accessibility audit of all venues before booking, provide risk assessments to parents 2 weeks in advance, ensure transport is wheelchair accessible where needed. | <ul style="list-style-type: none"> • All trips are 100% inclusive | <p>Staff visits to educational visit locations</p> <p>Outline provision in place and</p> | <p>Educational Visits Coordinator</p> <p>Helen Brown</p> | <p>EVC training every two years</p> | <p>Children attend the enrichment trips and school educational visits to support learning</p> |



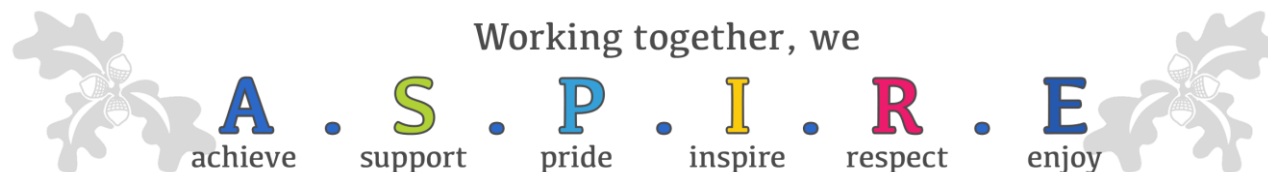


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| | <ul style="list-style-type: none"> Breakfast/after-school clubs accessibility | | <p>conversations with provider</p> <p>EVC training every 2 years</p> | | | |
| Implement a support and smooth admission into Warrender | <p>Admissions</p> <ul style="list-style-type: none"> Prior to starting, contact is made with previous settings Visits and handover information is shared between professionals Parent meeting is put into place | <ul style="list-style-type: none"> Robust procedures in place with external professional to support transition to Warrender for all learners | <p>Engagement with external professionals</p> <p>Observations</p> <p>Parent meetings held</p> <p>Provision Map written and shared with parents</p> | <p>EYFS Phase leader</p> <p>Teachers</p> <p>Senior leaders</p> | Yearly ongoing | <p>Clear provision is in place to support learner</p> <p>Sharing of information by all professionals to aid smooth transition</p> <p>Child settles into a routine at Warrender</p> |

Three year strategic plan

| Short term | Medium Term | Long term |
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| <p>Termly provision outline for individual learners and collaboratively shared with parents</p> <p>Information sharing in a variety of different forms of communication</p> <p>Regular maintenance reviews of equipment and resources</p> <p>Robust Admission procedures</p> | Intimate Care facilities in the Nursery building | <p>Accessibility toilet in the Infant building</p> <p>Resurfacing of Infant Playground surface</p> |





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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 Governing body and Headteacher

It will be approved by Children, Family and Learning committee. This plan was developed in consultation with: school council, 4 children with SEND, Parent Forum and the SEND Governor.

The plan will be monitored termly by the Headteacher, SENDCO through engagement with pupils and parent forum. Progress against the objectives are reported to the Children, Family and Learning Committee on a termly basis and reviewed by Governors. There will be a mid-cycle review point after 18 months.

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 in Schools
- SEND policy
- Supporting pupils with medical conditions policy
- School Development Plan

