



The Winns Primary School

Accessibility Plan

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Policy Links:

Health and Safety Policy, Equality Information and Objectives (public sector equality duty) statement for publication, Special Educational Needs (SEN) Information Report and Supporting Pupils with Medical Conditions Policy

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1. Aims

Schools are required under the Equality Act 2010 to have an Accessibility Plan. The purpose of this plan is to ensure that pupils with a disability are not placed at a substantial disadvantage compared with their non-disabled peers by:

- Increasing the extent to which pupils with a disability can participate fully in the curriculum
- Improving the physical environment of the school to enable pupils with a disability to take better advantage of education, benefits, facilities and services
- Improving the availability of accessible information to pupils with a disability

At The Winns, we aim to treat all pupils fairly and with respect. We are committed to fostering an inclusive and accessible environment that actively values and supports all pupils, staff, parents/carers and visitors, regardless of their needs or abilities.

We are committed to challenging negative attitudes towards disability and accessibility and to fostering a culture of awareness, tolerance and inclusion. Where practicable, the school takes reasonable steps to ensure that no individual is placed at a substantial disadvantage because of a disability.

The school works closely with pupils with disabilities, their families and relevant external agencies to identify, remove or minimise barriers to learning and participation. We also ensure that staff receive appropriate training on equality and disability issues in line with the Equality Act 2010.

Our complaints procedure covers matters relating to accessibility. Any concerns regarding accessibility should be raised through this procedure.

This Accessibility Plan has been developed in consultation with a range of stakeholders, including pupils, parents/carers, staff and governors.

2. Legislation and Guidance

This Accessibility Plan meets the requirements of Schedule 10 of the Equality Act 2010 and has regard to Department for Education guidance on the Equality Act 2010 and schools.

The Equality Act 2010 defines a person as disabled if they have a physical or mental impairment that has a *substantial* and *long-term* adverse effect on their ability to carry out normal day-to-day activities.

Under the SEND Code of Practice:

- *Long-term* is defined as lasting, or likely to last, at least 12 months
- *Substantial* means more than minor or trivial

This definition includes sensory impairments (such as sight or hearing loss) and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make reasonable adjustments for pupils with disabilities to avoid them being placed at a substantial disadvantage compared with non-disabled pupils. This may include adjustments to policies, practices, procedures, the provision of auxiliary aids, or adaptations to the physical environment.

As a public body, the school has a duty to:

- Eliminate discrimination, harassment and victimisation
- Advance equality of opportunity between disabled and non-disabled pupils
- Foster good relations between disabled and non-disabled pupils

3. Current Practice

- The school building is on one level, and all areas of the main school building are accessible to pupils with disabilities.
- Information about pupils' impairments or health conditions is gathered through early communication with parents and carers.
- The SENCO meets regularly with parents/carers of pupils with disabilities or medical needs, and relevant information is shared with staff as appropriate.
- Where pupils enter school with specific needs, the school liaises with local authority professionals to seek assessment, advice and support.
- Individual healthcare plans are drawn up where necessary, and training is provided for relevant staff.
- Pupils with disabilities are supported to participate in extra-curricular activities.
- Lunchtime arrangements include access to calm and quiet spaces where required
- A dedicated sensory space and well-being space is provided for children who need additional support.

The school works in partnership with the local authority and external agencies, including:

- Educational Psychology Service
- Mental Health Support Team
- Speech and Language Therapy
- Specialist Children's Services, including Flourish and Coram
- Child and Adolescent Mental Health Services (CAMHS)
- Early Help Team
- Specialist teachers and outreach services

- BACME (Behaviour and Children Missing Education) Team

4. Accessibility Action Plan

This plan sets out how the school intends to improve accessibility over time in the following three key areas:

- Curriculum access
- Physical environment
- Access to information

| Target | Action | Success Criteria | Responsibility | Timescale |
|---|---|--|--------------------------|--|
| Area: Curriculum & Learning | | | | |
| Improve staff awareness of how to support pupils who are neurodivergent | <ul style="list-style-type: none"> - Provide CPD sessions on autism, ADHD, and other neurodivergent profiles - Share guidance and strategies for differentiation in lessons Provide neurodiversity training for lunchtime staff | Staff can identify and implement strategies to support neurodivergent pupils. Positive feedback from parents survey | SENCO | Reviewed annually |
| Improve staff awareness of visual impairment and strategies to support pupils | Provide training on visual impairment (VI) awareness, including use of assistive technology and classroom adjustments Share guidance on seating, lighting, and learning materials | Staff demonstrate understanding of VI needs - Appropriate classroom adjustments implemented | SENCO | Reviewed annually |
| Ensure curriculum is accessible for pupils with a disability | Provide adapted materials where appropriate Use AI to adapt learning materials for pupils with disabilities | All pupils can participate fully in lessons Staff are able to adapt learning in a meaningful way (without increasing workload) | Year Group Leaders | Reviewed annually |
| Area : Physical Environment | | | | |
| Further develop sensory space provision | Audit existing sensory areas and equipment - Purchase additional calming tools/resources (e.g., weighted blankets, fidget tools, noise-reducing headphones) - Ensure sensory spaces are accessible and timetabled for pupils who need them | <ul style="list-style-type: none"> - Sensory spaces are used effectively - Pupils report feeling calm and supported - Staff report increased confidence in supporting pupils with sensory needs | SENCO Headteacher | Audit current provision by end of Summer term Ongoing |

| | | | | |
|---|---|---|-------------|-------------|
| Further develop outdoor quiet area for pupils with sensory needs to use at lunchtime | Staff training for lunchtime staff Purchase additional resources to enhance the quiet area (outdoor bean bags, games) | Quiet area is being used appropriately The area is calm and supports children who need a quieter space | Headteacher | Ongoing |
| Area: Information Access | | | | |
| Improve accessibility of written and digital information for children with visual impairments | Make all staff aware of how to access online resources to support children with VI (RNIB) Check website meets accessibility guidelines | Pupils and parents can access information easily Appropriate reading material is provided for pupils with VI (enlarged text/coloured background paper/digital books) | SENCO | End of year |

5. Accessibility Plan: Management and Review

The Headteacher has overall responsibility for ensuring that the plan is implemented and reviewed. Progress against the plan will be monitored regularly and reported to the governing body.

This plan will be reviewed **every three years**, or sooner if there is a significant change in circumstances, and will be read in conjunction with the school's SEND and Equality Policy.