



Witley C of E Infant School

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Accessibility Plan

Status of document	
Document type	Statutory
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Reviewed by	Head Teacher – Helen Szczepanski
Date next review	March 2028
Review cycle	3 years with ongoing review of current pupil data/school audit
Available on website	Yes
Approval level	Governing body

Accessibility Plan

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring implementation, review and reporting on the progress of the Accessibility Plan over a prescribed period.

'A person is disabled under the Equality Act 2010 if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities' – Equality Act 2010 definition of disability.

At Witley Infant School we understand that we have a commitment and duty under the Equality Act 2010 and the Disability Act 2001 [SENDA] to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act

- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a protected characteristic and persons who do not share it.
- Make reasonable adjustments for disabled pupils to the school building and surroundings so that there is an increased access to all areas of education and the curriculum.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The Accessibility Plan will contain relevant actions to:

- Improve awareness of Equality and Inclusion.
- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the Equality Act 2010). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. This will include hand outs, timetables, textbooks and information about the school including information on our website and school events. The information will be made available in various preferred formats within a reasonable time frame.

Accessibility actions, coordination and implementation

Objective	Implementation	Who/How	When	Outcome
To ensure that all members of staff are informed of the schools provision management and their responsibilities to support it.	All teachers to read our individual SEND support provision and to use appropriate SEND tools and strategies when required	All Staff monitored by SENCO and Headteacher.	On entry to school and ongoing	In house support and training. CPD training to support all pupils learning
To provide SEND support/intervention specific to the needs of our pupils.	SENCO and head teacher to meet to discuss different groups and the needs required. Feed information through to the rest of the staff.	Relevant staff, SENCO and Headteacher	Ongoing	Pupils in the school to make maximum progress in their learning
To ensure that safety checks are made regularly identifying specific changes required by the needs of our pupils.	All staff to be aware of any safety issues in the school and report them when necessary. Safety checks to be carried out by relevant governors.	Staff, Headteacher, SBM, Property Manager and Governors	Daily visual checks by staff. Termly H&S inspections by Governors	Relevant changes to be reported to the Headteacher and SBM

To ensure ongoing accessibility to the current and newer building ensuring all pupils and staff have available access.	Any new legislation to be considered and appropriate adjustments made. Any new building initiatives to be fully considered to ensure accessibility to all.	SBM, Property Manager, Governors and Headteacher	Daily visual checks by staff. Termly H&S inspections by Governors	Building work to be completed and relevant maintenance completed
To maintain dietary requirements and arrangement for delivery and consumption of drinks and snacks in view of any known allergies, religion and belief.	All members of staff aware of the dietary needs of the pupils in the school and their allergy needs	SBM and Office staff Catering team (Twelve 15)	Annually or when new information is available. Recorded on Arbor and with our caterer	Dietary needs are supported
To maintain paths, ramps, toilets and lift in the school	All areas to be checked regularly and inspected when necessary	SBM, Property Manager, Governors, Headteacher	Daily visual checks by staff. Termly H&S inspections by Governors	All staff and children have access to safe available areas in the school.
To ensure that all children regardless of any physical or mental impairment have full access to an appropriate curriculum.	Provision of an accessible curriculum in accordance with our SEND policy and SEND Provision Mapping	Headteacher and SENCO to ensure differentiation is in place in accordance with noted documents and monitor interventions but have high expectations of quality first teaching. Training for relevant staff.	Ongoing	Evidence shared with Headteacher, SENCO and all relevant members of staff.
To ensure all IT systems deployed are accessible to disabled users.	Assistive technology (AT) in place to enable accessibility for all.	Headteacher, SBM and Governors	Ongoing	All members of the school community can actively use all IT equipment as educators and learners.

End of policy