

## Wivelsfield Primary School Accessibility Plan 2026–2029

<b>Approved by:</b>	<b>Governing Board</b>	<b>Date: TBC</b>
<b>Last reviewed on:</b>	<b>May 2026</b>	
<b>Next review due by:</b>	<b>May 2029</b>	

### 1. Aims

This Accessibility Plan is drawn up in compliance with the Equality Act 2010 and aims to increase participation in the curriculum, improve the physical environment and improve access to information for pupils with disabilities. The school is committed to inclusion, equality and making reasonable adjustments for pupils, staff, parents and visitors.

### 2. Legislation and Guidance

This plan meets the requirements of Schedule 10 of the Equality Act 2010 and the SEND Code of Practice and will be reviewed regularly.

### 3. Action Plan

#### Focus: Access to the Curriculum:

Aim	Current Good Practice	Objectives	Actions	Responsible	Completion	Success Criteria
Increase access to the curriculum for pupils with a disability	Wivelsfield Primary School offers a broad, balanced and inclusive curriculum for all pupils. Pupils with SEND have individual support plans which inform staff of strategies and reasonable adjustments. Curriculum	Raise awareness and understanding of how to support pupils with disabilities.	Identify staff training needs through appraisal and professional development processes. Deliver SEND and disability awareness training for	SENCO	Ongoing	Staff demonstrate increased confidence in supporting pupils with disabilities.

	progress is monitored for all pupils, including those with disabilities.		all staff and teaching assistants.			
Ensure staff have timely and efficient access to relevant student information to support effective planning and provision.	Individual pupil information is shared with relevant staff and reviewed regularly.	Improve access to pupil information and ensure consistency of support.	Maintain a clear system for sharing information with staff.	SENCO	Ongoing	Staff are fully aware of individual needs and appropriate strategies.
Senco and Curriculum Leads work collaboratively to review and adapt the curriculum, ensuring it is accessible and inclusive for all students across every subject area.	The curriculum is adapted to meet individual needs where required.	Ensure all curriculum areas remain accessible.	SENCO and curriculum leaders to review curriculum provision and identify any barriers to learning.	SENCO / Curriculum Leaders	Annual Review	All pupils can access learning opportunities across the curriculum.
Ensure all pupils have equitable access to educational and enrichment opportunities through an inclusive approach that removes barriers to participation.	Educational visits, enrichment opportunities and after-school clubs are available to all pupils.	Promote equality of participation.	Ensure accessibility is considered within risk assessments and activity planning. Monitor participation of disabled pupils.	Teacher responsible for the trip / SENCO / School office	Ongoing	Pupils with disabilities and additional needs participate fully in enrichment activities and educational visits.

Develop and embed effective classroom teaching strategies that strengthen students' literacy skills and support improved access to learning across the curriculum.	Literacy and communication skills are prioritised throughout the curriculum.	Improve access to learning through literacy support.	Continue to develop literacy provision and interventions for pupils requiring additional support.	English Lead / SENCO	Termly	Improved literacy outcomes and increased curriculum access.
Ensure the right interventions are in place to provide additional support to access the curriculum	Progress data is reviewed regularly.	Ensure appropriate support and intervention is in place.	Review pupil progress data and adapt interventions as required. Engage specialist services where recommendations are made.	SENCO / SLT	Termly	Pupils with additional needs make good progress from their starting points.
To ensure all students have equitable access to PE and extra-curricular activities through appropriate adaptations and reasonable adjustments.	PE and extra-curricular activities are adapted where required.	Ensure equal access to wider school life.	Monitor participation and make reasonable adjustments to enable inclusion.	PE Lead / SENCO	Ongoing	All pupils can access sporting and extra-curricular opportunities.

**Focus: Improve and maintain access to the physical environment**

Aim	Current Good Practice	Objectives	Actions	Responsible	Completion	Success Criteria
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Ensuring specialist equipment is maintained, reviewed annually, and remains in good working order.	Annual review of specialist equipment.	Specialist equipment is accessible for students when required.	Ongoing monitoring and implementation of environmental adaptations and accessibility improvements.	Site Manager/Senco/SBM	Ongoing	Specialist equipment is maintained and fully operational.
Ensuring members of the SEND team are appropriately trained in moving and handling students with physical disabilities.	Attend manual handling training to ensure safe and effective support for students with physical needs.	Ensure staff are trained and confident to support students in moving as independently, safely, and confidently as possible.	Ongoing training	Senco/SBM	Ongoing	Students with physical disabilities are supported safely and effectively.
Maintaining up-to-date healthcare plans for identified students and ensuring these are readily accessible to relevant staff.	Healthcare plans are written in collaboration with parents/carers, and relevant health professionals	They should clearly set out the student's condition, triggers, symptoms, and the exact actions staff must take in both routine and emergency situations.	Staff supporting the student receive appropriate training so they understand the plan and feel confident responding in an emergency. This may include condition-specific training (e.g., diabetes, anaphylaxis) delivered by healthcare professionals.	Senco / School Secretary	Annual review but also whenever there is a change in medical need, treatment, medication, or risk level.	Students with healthcare needs can access all aspects of school life safely and confidently.

<p>Adapting the school environment to meet the needs of students, staff, and visitors with disabilities</p>	<p>The school environment is responsive to the needs of students and staff and is adapted where required to ensure full accessibility.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor / Door width</li> <li>• Automatic doors</li> <li>• Disabled parking bays</li> <li>• Accessible toilets and changing facilities</li> <li>• Adapted furniture where needed, this includes a rising desk, adapted chairs, wheelchair friendly picnic bench.</li> <li>• Classrooms on the ground floor for all subject areas</li> </ul>	<p>Maintain access to all relevant areas to meet the needs of those with a disability.</p>	<p>Carry out regular accessibility audits of the school site during premises inspections and implement identified adaptations to ensure it meets the needs of students, staff, and visitors with disabilities.</p>	<p>Site Manager/Sen co/SBM</p>	<p>Ongoing</p>	<p>School facilities, signage, and learning environments are accessible to students, staff, and visitors.</p>
<p>Maintaining access to all areas of the school site and responding promptly to any new accessibility</p>	<p>There is a clear system for reporting and responding to accessibility needs, so that if a student, staff member, or visitor has a new or changing disability,</p>	<p>To ensure that all students, staff, and visitors can access all areas of the school site safely and without</p>	<p>School carries out regular accessibility audits as part of the premises inspection. These audits identify physical, sensory, and</p>	<p>Site Manager / SBM</p>	<p>Ongoing</p>	<p>All students are able to access the curriculum and enrichment opportunities, regardless of physical</p>

requirements as they arise.	adjustments can be put in place quickly	barriers, with any new accessibility needs identified and addressed promptly.	practical barriers to access and result in an action plan that is monitored and reviewed.			need, through appropriate support and reasonable adjustments.
Working collaboratively with relevant external agencies to assess needs and implement appropriate adaptations.	We take a multi-agency approach where the Senco coordinates input from professionals such as educational psychologists, occupational therapists, physiotherapists, speech and language therapists, and school nursing services, as appropriate. This is done to ensure that assessments are accurate and reflect both the educational and medical needs.	To ensure that students with disabilities and additional needs receive timely, appropriate support through effective collaboration with external agencies.	Implement recommendations from external agencies, including reasonable adjustments, specialist equipment, and environmental adaptations	Senco	Ongoing	All students can access the curriculum and enrichment opportunities regardless of physical need.
Completing an accessibility assessment for all new students and staff with disabilities, or where a new disability is identified, to ensure appropriate	Accessibility assessments are completed for all new students and staff with disabilities, and whenever a new disability or accessibility need is identified. Assessments are carried out in partnership with the	To ensure that accessibility needs are identified at the earliest opportunity and that appropriate reasonable adjustments and support are	Identify and implement appropriate reasonable adjustments, specialist equipment, and environmental adaptations before, or as soon as possible after, admission or identification of need.	Senco/SBM	As required	Students with physical needs have equitable access to the curriculum and enrichment opportunities through effective support and

provision is in place from the outset.	individual, parents/carers (where appropriate), and relevant professionals to identify any reasonable adjustments required. Agreed adaptations, specialist equipment, and support are implemented promptly and reviewed regularly to ensure they remain effective. Information is shared with relevant staff to support consistent and inclusive practice across the school.	implemented to enable full participation in school life.				reasonable adjustments.
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**Focus: Access To Information**

Aim	Current Good Practice	Objectives	Actions	Responsible	Completion	Success Criteria
Ensure all printed resources are produced using the appropriate font size, format, and layout to meet the identified	<ul style="list-style-type: none"> <li>Coloured printing, coloured exercise books and overlay resources</li> </ul>	To provide accessible printed resources that enable all students to access learning effectively.	Identify students who require adapted printed resources as part of the graduated approach, SEND support, or through	Senco/Teachers /TA's	Ongoing	Printed learning materials are consistently accessible to all students, with appropriate adaptations in place

accessibility needs of individual students.			individual accessibility plans.			to meet identified needs.
Ensuring visuals are used where appropriate alongside words to improve delivery of information.	• Pictorial or symbolic representations • TA support	To provide accessible printed resources that enable all students to access learning effectively.	Identify students who require adapted printed resources as part of the graduated approach, SEND support, or through individual accessibility plans.	Senco/Teachers /TA's	Ongoing	Students can engage with learning materials independently or with appropriate support.

#### 4. Monitoring Arrangements

This plan will be reviewed every three years and approved by the Governing Board.

#### 5. Links with Other Policies

SEND Policy, Equality information and objectives Policy, Health and Safety Policy and Supporting Pupils with Medical Conditions Policy.