



# WINSLOW CHURCH OF ENGLAND SCHOOL

## Accessibility Policy and Plan

<b>Approved by:</b>	Governors	<b>Date:</b> October 2025
<b>Last Reviewed on :</b>		
<b>Next Review due by:</b>	October 2028	

At Winslow Church of England School, our vision is 'Let your light shine'. Every person in our school community has been made in the image of God and is loved unconditionally by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to 'let their light shine' in a loving and inclusive community. Throughout their time at our school, each child is supported and challenged in their learning, to help them achieve their full potential.

### **Statutory Responsibilities**

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 the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act 1995. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010, a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Winslow Church of England School Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in leisure, cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve and maintain access to the physical environment of the school – this covers improvements to the physical environment of the school and physical aids to access education.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, information about the school and school events. The information should be made available in various preferred formats.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

### **The purpose and direction of the school's plan: vision and values**

- We aim to give each child the feeling of dignity and self-respect that comes from being treated as an individual; the pride in being part of a considerate corporate body and the delights of success in his/her own achievements. We provide a caring, happy environment which is conducive to learning and in which a disabled child feels secure.

- We promote equal opportunities for all children in all aspects of school life and help all children to achieve their potential in all areas of development. We will ensure that disabled pupils take equal advantage of education and associated services and are not discriminated against in any way. We plan to make reasonable adjustments to ensure that disabled pupils are not at a disadvantage.
- We aim to consult pupils and parents and take advice from the local authority, other agencies and local and national voluntary organisations.
- The responsibility for overseeing the plan will rest with the Headteacher and the Equalities Governor reporting to the Governing Body.

### **Information from pupil data and school audit**

Ongoing pupil assessment will include identification of individual pupil needs to identify any potential disability which may limit access to learning and teaching and require modification to the curriculum (including school visits and extracurricular activities), resources, classroom organisation or structure of the building.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Curriculum Intent Documents
- Equalities and Diversity Policy
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy

Winslow Church of England School will ensure that all new building work meets the needs of users with a physical disability and will work towards making all of its accommodation accessible where it is practical to do so.

### **Previous work undertaken in school includes:**

Ramped access to door in courtyard / sensory garden  
 Ramped access into KS1 courtyard  
 Ramped access to Year 4 Block  
 Conversion of an office into medical room with disabled toilet  
 Disabled parking bays  
 Dropped kerbs in key locations  
 Non-slip flooring in toilet areas

**At Winslow Church of England School we have set the following overall priorities:**

**Access to the curriculum**

<b>Objectives</b>	<b>Strategy</b>	<b>Who</b>	<b>Timeframe/ Cost</b>	<b>Success Criteria</b>
To provide training for teaching and support staff in the early identification of children with specific needs.	Undertake an audit of staff training requirements. Access outreach support from relevant agencies. Staff attend CPD training according to need. Purchase Screening Tools to support identification of needs.	SENDCo SLT Inclusion Lead	According to need. Cost of outreach support and training. Screening Tools cost.	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom. Children with specific needs are quickly identified and supported appropriately.
Ensure that staff have specific training in order to be best placed to support the diverse needs of pupils in their class.	Undertake an audit of staff training requirements. Access outreach support from relevant agencies. Staff attend CPD training according to need.	SENDCo SLT	According to need. Cost of outreach support and training.	Teachers are aware of barriers and ensure that all pupils have quality of access to teaching and learning. All teachers are able to meet the requirements of disabled children's needs with regards to accessing the curriculum.
To ensure that curriculum design includes adaptations so that all pupils are able to access the curriculum fully.	Teachers plan and delivery learning that meets the needs of all pupils. For the needs of all learners, including those who are disadvantaged and those with SEND, are monitored as a priority and that their outcomes are tracked carefully to ensure that all aspects of the curriculum are able to meet need.	SLT Curriculum Leaders	Termly monitoring and reporting to FGB. Annual audit of curriculum and outcomes.	All pupils are able to access the school curriculum. No pupil has a reduced or narrowed curriculum unless supported by external advice. Outcomes for all pupils are strong/improving rapidly.
To monitor the numbers of pupils with identified needs in school and to monitor provision put in place for these pupils.	Ensure SENDCo receives regular and relevant training in order for them to plan for all pupil needs.	Headteacher SLT SENDCo Governors	Termly monitoring of provision CPD for SENDCo and disadvantaged lead.	Provision for the disadvantaged and SEND learners in all is at least good.
Plan all school activities, including clubs and off-site visits, to ensure disabled pupils are able to access school visits and trips	Ensure venues and means of transport are checked for suitability Additional Risk Assessments carried out to meet needs of pupils Work closely with parents/carers	Inclusion Lead PE Lead SLT	Annual review of trips and visits.	All activities conducted in an inclusive environment with providers that comply with all legislative requirements. Increase in access to all school activities for all pupils

Review PE Curriculum to make PE accessible to all	Gather information in accessible PE and Disability Sports Invite disabled sports people in for particular sessions Review PE curriculum and audit resources to include disability sports	PE Lead Inclusion Lead SENDCo	PE Subject Leader time.	All children able to access PE and disabled children more able to excel in sports.
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a suitable layout of furniture and equipment for all classes Classroom expectations shared and implemented	All Staff	Termly monitoring of provision.	Lessons start without the need to make adjustments to accommodate the needs of individual pupils. Children have ready access to a range of resources to support

### Access to the Physical Environment

School is aware of the access needs of anyone with a disability.	Create access plans for individual disabled children as part of EHCP process. Carry out an annual survey to ensure that each physical environment meets the needs of all users. Ensure plans to improve the workplace environment take account of the current and reasonably anticipated needs of users.	SENDCo Site Manager/ Headteacher	Annual Audit and review of site with Site Manager/Business manager Health and Safety/SENDCo Governor	Individual plans in place for all disabled pupils and all staff aware of all pupils.  No user is unreasonably compromised by the building within a reasonable time frame of their need being identified.
Ensure that all disabled pupils can be safely evacuated / safely accounted for in the event of a lockdown	Put in place Personal Emergency Evacuation Plans for all children  Ensure all staff are aware of their responsibilities	All staff	Headteacher SENDCo	All disabled children and staff working with them are safe and confident in event of an evacuation or lockdown
Promote facilities to users with known accessibility needs.	Ensure that known users with a known accessibility difficulty are contacted to promote and explain the adjustments/ provision put in place to meet their needs.	Headteacher All Staff as required	According to need as required	No member of the community feels unable to manage the physical environment due to reasonable adjustments not being made to meet need

## Access to information

Make available written material in alternative formats for all, including school prospectus, school newsletters	Ask parents/carers about access needs when child is admitted to school Explore software for converting written information into alternative formats. Review all current school publications and promote the availability in different formats for staff, pupils and parents who require it.	All staff as required	According to need as required	The school will be able to provide written information in different formats when required for individual purposes. Delivery of information to disabled pupils/parents/carers improved. School information sent via email and published on school website and regularly updated. Information also available as hard copies for parents without internet access.
Raise awareness and identify disability issues concerning the use of ICT	Seek advice from the LA as need arises	SENDCo Computing Lead IT Technician	Cost of software adaptations	Improved knowledge of adaptations of IT for disabled pupils IT access for disabled pupils improved
Provide coloured overlays for pupils with visual dyslexia	The school will purchased coloured overlays for use with pupils with visual dyslexia	All teachers SENDCo	Cost of Coloured Overlays	Coloured overlays used for dyslexic pupils. Dyslexic pupils have improved access to written text.
Inclusive discussion of access to information in all annual reviews	Ask parents/carers and children about access to information and preferred formats in all reviews  Develop strategies to meet needs of all participating	Headteacher SENDCo	As applicable	Staff more aware of pupil's preferred methods of communication
Use of visual timetables in all classes	The school will ensure all classes display a visual timetable.	All staff	As applicable	Visual timetables on display in all classes for all children to reference. All children can access the daily timetable and are familiar with routines.
Home Learning to be recorded in a variety of formats	Encourage children to use a variety of ways to record their homework to include ICT, photographs and drawings	Class teachers	Annually at the beginning of the Autumn term	All children will be able to access their Home Learning. Children will feel their work is valued.