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Wroxall Primary School Accessibility Plan 2026

Signed by:

Headteacher:

TE Hopkinson

Date: February 2026

Chair of Governors:

J. Johnston

Date: February 2026

This Policy was reviewed in: January 2026

Next Review date: January 2029

Revision Record

Revision No.	Date Issued	Prepared By	Approved	Comments
1	January 2022	IB/BP/LT	FGB	Plan first initiated
2	June 2022	BP/LT/JJ		Action plan reviewed & updated
3	November 2025	JJ/AW/TH	FGB	Updated internal Risk Assessment and Action plan reviewed & updated

Statement of Intent

This Accessibility Plan is based on the belief in equality and inclusiveness for all and endorses that everyone should have equal access to facilities and services regardless of a persons protected characteristics as defined by the Equality Act 2010 (age, disability, gender reassignment, pregnancy / maternity, marriage/ civil partnership, race, religion/belief, sex or sexual orientation).

With this in mind, Wroxall Primary School puts accessibility for all at the heart of its planning and design process. The school is committed to providing a full accessible environment which values and includes all pupils, staff, parents and visitors.

We are committed to challenging negative attitudes about disability and to developing a culture of awareness, tolerance and inclusion.

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education to ensure that:

- Disabled pupils are not treated less favorably for any reason related to their disability.
- Schools make reasonable adjustments for disabled pupils so that they are not at a substantial disadvantage
- Schools plan to increase access to education for disabled pupils

This action plan outlines the proposals of the governing body of Wroxall Primary School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 with due reference to Reasonable Adjustments for Disabled Pupils Guidance 2012.

A person is regarded as having a disability under the Act where the person has 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. The definition includes sensory impairments such as those effecting sight and hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

This action plan aims to:

- **Increase the extent to which pupils with disabilities can access to the Curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis to their peers.
- **Improve the physical environment of the school to enable children with disabilities to take full advantage of education, benefits, faculties and services provided**– the governing board will assess the extent that pupils with disabilities can access the physical environment on an equal basis to their peers
- **Improve the availability of accessible information to pupils with disabilities** - the governing board will assess the extent to which pupils with disability can access information on an equal basis to their peers.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after considering the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The Governing Body also recognise its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal

opportunities.

- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

This plan is reviewed every 3 years or as required to consider the changing needs of the schools and its pupils, staff or visitors, and where the school has undergone a refurbishment.

Roles and Responsibilities

The Governing Board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan prior to its implementation.

The Headteacher will be responsible for:

- Ensuring all staff members are aware of pupil's disabilities and medical needs.
- Establishing whether a new pupil has any disabilities or medical needs which the school should be aware of.
- Consulting with the relevant and reputable experts as required.
- Working closely with the Governing Board, Local Authority and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and the governing board to ensure pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school and advising the headteacher in relation to these needs.

Staff Members are responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education whenever necessary by making reasonable adjustments.
- Ensuring their actions do not discriminate against any pupil as a result of their disability.

Links with other Policies and Documents

- Risk Assessment Policy
- Health and Safety Policy
- Annual Health and Safety Audit
- Equality Statement and Objectives
- SEND Policy
- Supporting Pupils with Medical Conditions

How the self-assessment works

We looked at how inclusive we are by identifying how we are performing against each of the thirteen areas required in an Internal Self-Assessment and ranked them according to achievement and progress. We then discussed our initial findings with staff and governors, and an action plan was devised.

This Action Plan will be monitored by governors as part of their monitoring schedule.

Area	Aim	Action	Outcome	Responsibility	Date
<p>Increasing access to the Curriculum</p>	<p>To ensure all pupils can access the full curriculum, including extended activities.</p>	<p>New entrants have any additional needs assessed to enable a smooth transition into school.</p> <p>An adapted curriculum is in place for pupils, as required, with resources tailored to meet the need of the individual pupil.</p> <p>Curriculum progress is tracked and regularly reviewed, with targets set appropriately for pupils with additional needs.</p> <p>Additional resources and external support is sourced as required, depending on the need identified.</p> <p>All school trips are accessible to all children following appropriate risk assessment.</p> <p>All enrichment clubs are accessible to all children following appropriate risk assessment.</p> <p>The SENDCO has additional specific training as required and provides expert advice to the teaching staff.</p> <p>Additional specific staff training will be accessed if required to meet pupil need.</p>	<p>Pupils with additional needs will have full access to the curriculum once any barriers have been addressed.</p> <p>Pupils with additional needs have access to the extended curriculum.</p> <p>Pupils with additional needs are supported to realise their potential.</p> <p>Staff are trained and enabled to meet the needs of individual pupils</p> <p>All pupils specific sensory needs are met</p>	<p>SENDCO / HT/ Teaching Staff</p>	<p>Ongoing</p>

Area	Aim	Action	Outcome	Responsibility	Date
<p>Improving the Physical Environment</p>	<p>To ensure that all areas of the school can be accessed by all, whatever disability may be present.</p>	<p>Classrooms are large enough to enable any further adaption required such as for a wheelchair user.</p> <p>An Accessible Toilet is available but requires some minor attention.</p> <p>Changing facilities are not currently available in this toilet, but could be added if required</p> <p>Staff, children and visitors will be made aware of alternative building access if required.</p> <p>The physical environment will be regularly reviewed to consider the needs of the school community.</p> <p>The annual external Health and Safety Audit includes accessibility checks, signage and hazards</p>	<p>The school environment meets the needs of all pupils.</p> <p>Any accessibility barriers are identified and a plan made to address them.</p>	<p>Caretaker / SBM</p>	<p>Ongoing</p>

Area	Aim	Action	Outcome	Responsibility	Date
<p>Improving accessible information</p>	<p>To enable improved access to written information for children, families and visitors.</p>	<p>Additional condition specific communication training would be accessed if need is identified.</p> <p>Review of written information to parents and families to include offer of alternate formats.</p> <p>Add accessibility statement to the school website.</p>	<p>External advice, training and resources will be accessed if need identified.</p> <p>The School Community is made more aware that alternative information formats are available.</p> <p>The School Website includes a clear Accessibility Commitment Statement</p>	<p>SENDCO / HT</p> <p>SBM</p> <p>SBM / IT Support</p>	<p>Summer Term 2026</p>

