



Accessibility Plan 2025-2027

Policy Name:	Accessibility Plan
Version:	1
Date published:	October 2025
Date to be reviewed by:	October 2027
Role of Reviewer:	Headteacher
Statutory (Y/N):	N
Published on website: *	3B
Policy Level: **	3
Relevant to:	All Staff
Produced in consultation with:	n/a
Approved by:	Headteacher
Approval date:	October 2025

*Publication on website			
Alliance Schools Trust website		School website	
1	Statutory publication	A	Statutory publication
2	Good practice	B	Good practice
3	Not required	C	Not required

**Policy level				
1	Trust wide	Single policy relevant to everyone and consistently applied across all schools and departments, with no variation. e.g. Complaints procedure	Statutory policies approved by the Alliance Schools Trust Board of Trustees (or designated Trustee Committee). Non-statutory policies approved by the CEO with exception of Executive Pay.	
2	Trust core values	This policy defines the Trust core values in the form of a Trust statement to be incorporated fully into all other policies on this subject, that in addition contain relevant information, procedures and or processes contextualised to that school. e.g. Safeguarding, Behaviour	Statements in statutory policies approved by the Alliance Schools Trust Board of Trustees (or designated Trustee Committee). Statements in non-statutory policies approved by the CEO. Policy approved by Local School Board.	
3	School/department	These policies/procedures are defined independently by schools as appropriate e.g. Anti-bullying	Approved by Local School Board.	

Vision and Values

Watling Primary School is committed to ensuring equal access and opportunity for all pupils, staff, parents, and visitors, regardless of disability. We aim to remove barriers to learning and participation and to promote a fully inclusive environment.

Aims of the Accessibility Plan

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- To increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- To improve the delivery of written and digital information to pupils, parents, and staff with disabilities.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Monitoring and Evaluation

- The plan will be reviewed every three years or sooner if required.
- Progress will be monitored through regular reports to the Local School Board of Governors and through site inspections as part of the routine Health and Safety monitoring schedule.
- Feedback from pupils, parents, and staff will inform future updates.



ACCESSIBILITY PLAN

OBJECTIVE	STRATEGY	OUTCOME	TIMEFRAME
EQUALITY AND INCLUSION			
Ensure that pupil and staff induction allows for sufficient sharing of information regarding any SEND accessibility requirements	Admissions paperwork to include thorough collection of information regarding specific SEND needs of pupils Sufficient time allocated to sharing of information with relevant staff members	Comprehensive approach to collection and sharing of information, allowing the school to build an accurate picture of the specific needs of pupils	By end of September of each new academic year and as new members of staff join mid-year
To ensure that opportunities for CPD enable staff to meet the needs of specific children	SENCo to review the needs of specific children on entry to the school Allocation of sufficient time to staff CPD to include any specific training required Manual handling training for staff to support children with physical needs	Accurate assessment of the needs of specific children and early identification Improved expertise amongst staff	Ongoing
CURRICULUM			
Ensure that pupils with SEND are able to fully access the curriculum	Curriculum planning accounts for children of all abilities Adaptive teaching strategies form part of Quality First Teaching	Increased access to all areas of the curriculum	Ongoing

	<p>Consideration of specific resources to enable all children to access learning</p> <p>Manual handling training considered for staff who need to support children with physical barriers to learning</p>	<p>Increased levels of safety for staff and children</p>	
Ensure that pupils with SEND are making progress in line with pupils without SEND	<p>Curriculum planning accounts for children of all abilities</p> <p>Adaptive teaching strategies form part of Quality First Teaching</p> <p>Consideration of specific resources to enable all children to access learning</p> <p>Regular monitoring of progress of children with SEND</p>	<p>All groups of children make broadly similar progress</p> <p>Early identification of children not making expected progress</p>	<p>Progress data to be monitored in line with planned Pupil Attainment & Progress Points</p>
Ensure that pupils with SEND are able to access extra-curricular activities and/or school trips	<p>Consideration given to all children when researching viability of extra-curricular activities and/or school trips</p> <p>Risk assessments to take account of children with SEND and consider any necessary adaptations</p> <p>Regular monitoring of take up of extra-curricular activities and/or school trips</p>	<p>Whole school inclusive approach to planning and organising extra-curricular activities and/or school trips</p> <p>Thorough approach to risk assessments</p> <p>Early identification of potential barriers to take up of extra-curricular activities and/or school trips</p>	<p>Ongoing</p> <p>Half-termly</p>

CURRICULUM (continued)			
Ensure that identified children receive gross motor intervention to enable them to access the curriculum.	<p>Early identification of children who need support with gross motor skills</p> <p>SENCo to review the needs of specific children on entry to school</p> <p>Identify CPD needs of staff to provide targeted support and intervention groups for gross motor skills</p>	<p>Increased access to all areas of the curriculum</p> <p>Early identification of children requiring targeted support</p> <p>Improved expertise amongst staff</p>	By end of September and then ongoing
Widen the availability of physical activity within the curriculum.	<p>To enhance outdoor play spaces to ensure access for all.</p> <p>Enhance the resourcing of physical development in EYFS.</p> <p>Training for Play Leaders and Lunchtime Supervisors.</p> <p>Sports HLTA to plan and deliver sports sessions for children to attend at lunch times.</p> <p>Resources for sporting activities.</p> <p>Offer a Sensory start to the day.</p>	<p>To support children to become more active.</p> <p>To encourage children to be healthy and ready to learn.</p>	July 2026
Develop provision of support for children with an identified SEMH need	<p>Thorough pupil induction arrangements to gain information about children and their families</p> <p>Colour Monster Zones of Regulation approach adopted as wellbeing indicator for all children on admission to school</p>	<p>Effective approach to pupil induction and admission to form full picture</p> <p>Consistent approach to monitoring of wellbeing</p>	By end of September and then ongoing

CURRICULUM (continued)				
Develop nurture provision in school in response to identified need	<p>Early morning nurture sessions offered to identified children</p> <p>SENCo to develop high quality nurture provision</p> <p>Identify CPD needs of staff to provide targeted support and nurture intervention groups</p> <p>Identify areas in school to be developed as nurture zones</p> <p>Forest School nurture group offered to identified children</p>	<p>Improved transition to school for identified children</p> <p>Consistent approach to high quality nurture provision</p> <p>Improved expertise amongst staff</p> <p>Effective use of school space to meet need</p> <p>Positive impact on wellbeing</p>	<p>By end of September and then ongoing</p> <p>By end of September and then ongoing</p> <p>January 2026</p>	
Use of assistive technology to support learning for all groups of learners.	<p>Support all staff to implement and effectively use iPad technology within the classroom (EYFS/KS1)</p> <p>Support all staff to implement and effectively use iPad and laptop technology within the classroom (KS2)</p> <p>AHT to develop and support the use of Technology.</p> <p>Use of iPads for some pupils – source suitable support apps for additional needs where appropriate.</p> <p>ICT and sensory specialist teacher input for pupils who meet criteria.</p>	<p>Increased access to and engagement in learning.</p> <p>Increased rates of progress for all learners.</p> <p>Increased staff confidence with these programmes</p>	July 2026	

WRITTEN / OTHER INFORMATION			
Ensure that all members of the school community can access information	<p>Website meets requirements to provide paper copies of all information on request</p> <p>Written information will be provided in other formats if necessary – research services available for conversion of written information into other formats</p>	<p>Website meets statutory compliance</p> <p>Improved access to information for members of the school community</p> <p>Increased range of formats for sharing of information</p>	By end of September and then ongoing
Make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested. (translated documents where possible)	Review all current school publications and promote the availability in different formats when specifically requested. (Large prints, audio, translated)	<p>Increase parental engagement</p> <p>All school information available for all who request it</p> <p>Improved understanding and response from all</p>	Ongoing

IMPROVING AND MAINTAINING ACCESS TO THE PHYSICAL ENVIRONMENT			
FEATURES	DESCRIPTION	ACTION	TIMEFRAME
Number of storeys	School has areas leading to KS2, and the Library via steps to the second floor.	Lift already in place, annual maintenance checks occur	Annual review
Corridor access	All corridors are accessible for wheelchairs and wide enough for manoeuvre	Corridors to be tidy and free from obstructions	Annual review
Doors	Doors are accessible for people standing and sitting in a wheelchair and they can see each other from either side of the door.	Fixed openings installed on doors accessing playground from internal corridor	Annual review

Emergency escape routes	Labelled well and clearly displayed throughout the school	Ensure all signs are maintained Regular Fire drills to ensure routes are effective	Annual review
Disabled parking bays	Parking bays are in line with standard disabled parking size Closer access to the school building for those who need it.	Ensure that patrons parking in the disabled bays are using it respectfully and when appropriate.	Ongoing
Accessible toilets x3	Provide sufficient facilities for all within reasonable proximity Toilets have space for a wheelchair to manoeuvre Call for assistance cords available	Regular checks on call for assistance Space is kept clear	Annual review
Changing facilities	Provide sufficient facilities for children who require support with personal care, in particular those in nappies. Nappy changing unit for children who attend Nursery Medical bed, with the option to higher it for children in Primary School.	Regular checks to ensure the equipment is safe Changing spaces to be kept clear and clean Yellow bin provided for disposal PPE provided for staff	Ongoing