REDHILL ACADEMY TRUST
Equality and Achievement

NORTH WINGFIELD PRIMARY & NURSERY ACADEMY.

North Wingfield Primary and Nursery Academy

Accessibility Policy and Plan

Approving body	**School Governors**
Date issued and approved	**October 2026**
Review date	**October 2029**
Further information and guidance	As a statutory requirement, this document outlines the work we are doing to improve access for disabled people at North Wingfield Primary and Nursery Academy. We have adopted this accessibility plan in line with the Special Educational Needs Policy, with the aim of ensuring that our academy is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged. Our Special Educational Needs policy (which can be found on the website) outlines the provision for supporting pupils with special educational needs and disabilities (SEND), and the academy's publication of equality information and objectives explains how we ensure equal opportunities for all our pupils, increased access to the curriculum, physical access to the academy and access to information particular to pupils with SEND. The Accessibility Plan below provides an outline of how the academy will manage this part of the SEND provision. Please refer to our special educational needs policy for an outline of our full provision to support pupils with SEND. This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period. The Accessibility Plan is supported by our Equality Information and Objectives. Both support equality objectives, to promote access for disabled and deaf people as pupils, parents/carers, staff, visitors and volunteers.

Definition of Special Educational Needs

In this plan, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, January 2015) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age, or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Disability is a term defined under the Equality Act 2010 as a physical or mental impairment which has a substantial adverse long-term effect on the individual's ability to carry out normal day-to-day activities.

Definition of Special Educational Provision

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governors have had three key duties towards all people involved in the school with disabilities, under Part 4 of the DDA:

- not to treat anyone with a disability less favourably for a reason related to their disability;
- to make reasonable adjustments for anyone with a disability, so that they are not at a substantial disadvantage; and
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals to increase access to the facilities and resources of the school for pupils and adults with disability, in line with the three areas required in the DDA:

- increasing the extent to which disabled pupils can participate in the curriculum of the school;
- improving the environment of the school to increase the extent to which pupils and adults with disability can take advantage of education and associated services; and
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Key Objectives

- To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils and prospective pupils with a disability.
- To provide a caring and friendly environment.
- To provide resources to cater for the needs of individual pupils.
- To promote an understanding of disabilities throughout the school and an awareness of the needs of pupils with a disability.

Physical Environment

The school will have consideration in planning facilities for:

- wheelchair access;
- facilities for the visually impaired and/or hearing impaired; and
- the needs of pupils.

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future project improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

How the Accessibility Plan Works

The Accessibility Plan will contain relevant and timely actions to:

- increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure pupils with a disability are as equally prepared for life as able-bodied pupils - this covers teaching and learning and the wider curriculum, including after-school clubs, leisure and cultural activities or school visits, and the provision of specialist or auxiliary aids and equipment;
- improve access to the physical environment of the school, adding specialist facilities as necessary, within a reasonable timeframe; and
- improve the delivery of written information to pupils, staff, parents and visitors with disabilities - for example handouts, timetables, textbooks and information about the school and school events - made available in preferred formats within a reasonable timeframe.

It is a requirement that the school's Accessibility Plan is resourced, implemented, reviewed and revised as necessary. It may not be feasible to undertake all of the works during the life of the Accessibility Plan, and some items will therefore roll forward into subsequent plans. Progress against the plan will be reviewed regularly by governors.

Aim 1: Increase the Extent of Access to the Curriculum for a Child with a Disability

Aim	Strategies	Timescale	Responsibility	Success Criteria
Increase the extent of access to the curriculum for a child with a disability	Use resources tailored to the needs of pupils who require support to access the curriculum.	Daily	All Staff	Pupils can access the curriculum and make progress; resources are adapted as appropriate.
	Track curriculum progress for all pupils, including those with a disability.	Termly	Class Teachers / Assessment Lead	Progress is monitored and resources adapted as appropriate.
	Review the curriculum to ensure it meets the needs of all pupils.	Annually	Subject Leads	The curriculum continues to meet the needs of all pupils.
	Ensure teaching and learning strategies are appropriate to support the needs of all learners and are adjusted as required.	Daily	Class Teachers / SENDCO / Specialist services	Pupils can access the curriculum and make progress.
	When reviewing all policies, pay special attention to the Public Sector Equality Duty.	Annually	SLT	Compliance with the Equality Act is maintained.
	Ensure sensory areas are available and accessible to support pupils with sensory needs to access the curriculum.	Ongoing	Class Teachers / SENDCO / Specialist services	Pupils with sensory needs are supported to make progress with reduced anxiety.
	Embed therapeutic interventions, as advised by specialist services, to further support pupils' access to the curriculum.	As required	SENDCO / Specialist services	Pupils with a range of needs, including SEMH, are supported to make progress.
	Embed use of specialist equipment such as iPads and laptops.	As required	SENDCO / Class Teachers / Computing Lead	Pupils with communication needs are supported to access the curriculum.
	Ensure disabled children can take part equally in lunchtime and after-school activities, including transport/mobility arrangements where needed.	As required	SENDCO / Class Teachers / Club leads	Disabled children participate equally in out-of-school activities.
	Ensure all school visits and trips are accessible to all pupils; vet venues and transport for suitability.	Ongoing	Class Teachers / SENDCO / HT / EVC	All pupils can access school visits and take part in a range of activities.
	Hold transition meetings to ensure full awareness of curriculum accessibility needs so adaptations can be planned.	Summer Term	HT / SENDCO / Class Teachers	Staff plan effectively to overcome barriers and ensure a smooth transition.

Aim 2: Improve the Physical Environment to Enable Disabled Pupils to Take Better Advantage of the Education, Benefits, Facilities and Services Provided

Aim	Strategies	Timescale	Responsibility	Success Criteria
Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits,	Ensure the environment is adapted to the needs of pupils as required, via Health and Safety Committee meetings and building condition surveys.	Termly checks	HT / Site Manager / H&S Committee (inc. Governor) / SENDCO	The environment is adapted to meet pupils' needs as advised by specialist services.
	Ensure the environment is adapted and maintained: appropriate corridor width; accessible changing facilities; wheelchair-height library shelving;	Annual and ongoing checks	SENDCO / Trust Facilities Manager / Site Manager	The environment continues to meet pupils' needs.

Aim	Strategies	Timescale	Responsibility	Success Criteria
facilities and services provided	graduated pathways to school buildings.			
	Maintain safe access for all.	Annual and ongoing checks	HT / Site Manager / H&S Committee (inc. Governor)	Safe access is maintained for all.
	Ensure safe exit and evacuation for all.	Daily / fire safety checks	HT / Site Manager / SENDCO	All disabled or impaired people can be safely evacuated.
	Ensure the environment supports pupils with hearing and/or visual impairment, including liaison with specialist teams and pre-visit for parents and pupils.	Ongoing	SENDCO / HT / Class Teachers	The environment supports pupils with hearing and visual impairment.
	Ensure staff are fully aware and equipped to support pupils with severe allergies, including individual care plans.	Ongoing, monitored termly	SENDCO / SENDCO Administrator	Pupils' medical needs are fully supported.
	Hold transition meetings to ensure awareness of barriers to the environment, and awareness of access needs for visitors, parents and carers.	As required	HT / SENDCO	Staff plan effectively to ensure a smooth transition and accessibility.
	Engage with specialist services for guidance to improve the environment as required.	Annually and as required	SENDCO / Site Manager / Class Teachers / Facilities Manager	The environment supports accessibility and specialist advice is actioned.

Aim 3: Improve the Availability of Accessible Information to Disabled Pupils

Aim	Strategies	Timescale	Responsibility	Success Criteria
Improve the availability of accessible information to disabled pupils	Use a range of communication methods to ensure information is accessible to pupils and to parents/carers.	Annually and as required	Site Manager / SENDCO / Class Teachers / Office Manager	Pupils and parents/carers have access to information, with adaptations made as required.
	Ensure internal and external signage supports information accessibility; further develop pictorial/symbolic representations.	Termly / ongoing	SENDCO / Site Manager / HT / H&S Committee (inc. Governor)	Adaptations are made in response to specialist guidance and need.
	Consider seating positions to support accessibility of information for pupils.	Ongoing	All Class Teachers / SENDCO	Seating is adapted so all pupils can access information.
	Work with specialist support services (e.g. hearing and visual impairment teams) to ensure correct equipment and resources are in place.	Ongoing and as required	SENDCO / all teachers and TAs	Pupils with hearing or visual impairment have appropriate support.
	Ensure staff are aware of pupils' needs so information delivery can be adjusted accordingly.	Ongoing and as required	All Staff / SENDCO / Class Teachers	All staff have the information needed to support accessible delivery.
	Ensure the academy is aware of the needs of visitors and parents who may need written information in a different format.	Ongoing and as required	SENDCO / Office Manager	All visitors and parents/carers can access information.

Disability Equality Duty

The following table sets out how the school meets the Public Sector Equality Duty (Equality Act 2010, s.149) in respect of disability.

Outcome	Action	When	Who	Measure
Promoting equality of opportunity	All new staff receive information about the Public Sector Equality Duty and the requirement to make reasonable adjustments.	Within first term of employment	SENDCO to deliver induction input	Greater staff awareness of the duty and the need to promote equality of opportunity.
	When reviewing all policies, pay special attention to the Public Sector Equality Duty.	According to the school's monitoring timetable	All Staff	Reasonable adjustments are made across policies.
	When analysing data, particular attention is paid to pupils with SEND.	Termly	All Staff / Class Teachers / TAs / SENDCO / Assessment Lead	Pupils with SEND who are not making appropriate progress receive intervention/support.
	Staff are made aware of reasonable access when organising events; invitations state how to inform organisers of access needs.	In place	Office Manager	Parents/carers are able to attend events.
Eliminating discrimination	Review upkeep of the medical area as required, on an individual needs basis, to protect pupils' privacy.	Ongoing	HT / First Aiders	The needs of disabled children are fulfilled.
	Raise awareness through staff briefings and training.	Ongoing	All Staff	No discrimination; increased awareness and ability to support disabilities.
	Make appropriate forms of communication available (e.g. large print letters); ensure staff know which stakeholders may need this support.	Always	All Staff / Office Manager	No discrimination; increased awareness and ability to support disabilities.
Eliminating harassment	Review the Anti-Bullying Policy; deliver the PSHE and E-Safety curriculum; empower pupils to report incidents.	Annually / Ongoing	Whole school community	Pupils are empowered to report incidents; those who show prejudice receive education.
Promoting positive attitudes	Make reasonable adjustments to access, support and provision overall.	In all activities	Whole school community	Stakeholders with a disability feel happy, supported and part of the community.
	Present positive images of disabled people, including sporting role models, through assemblies and the curriculum.	Ongoing	All Staff	Positive attitudes are nurtured and reflected across the school.
	Ensure the environment includes positive role models; staff model respectful attitudes to disabled pupils, staff and parents/carers.	Ongoing	All Staff	Disabled pupils feel valued as members of the school community.
Encouraging participation in public life	Consult the EVC, children and parents/carers to ensure participation in visits, including residentials, is viable.	Every visit	All Staff / EVC / Parents/Carers	Reasonable adjustments are made so participation is viable.
	Welcome disabled staff into the workforce; make adjustments to support employment; keep records of disability disclosures confidentially; interview all applicants meeting minimum requirements.	Ongoing	HT / Governors	Equality of opportunity is provided within the application process.

Outcome	Action	When	Who	Measure
	Welcome disabled representation on the governing board; encourage disabled people to stand for election.	Ongoing	HT / Governors	People with disabilities can access positions of responsibility.
Taking steps to meet disabled people's needs	Review the Accessibility Plan, particularly the physical environment; hold H&S Committee meetings; conduct building surveys; consult external agencies on access.	Ongoing, as funding and need dictate	SLT / Governors	Access and adjustments are maintained (e.g. accessible toilet, parking, footpaths).
	Monitor signs and symbols used across the school.	Annually, as part of SEND monitoring	All Staff / SENDCO	Adjustments are made as required to meet stakeholders' needs.
	Improve facilities to allow access and use of the building as funds allow.	As needed	HT	Facilities remain appropriate.
	Provide adjustments for disabled pupils, including at breaks and lunchtimes.	As needed	SENDCO	Adjustments are in place.

This accessibility plan and its outcomes will be evaluated every three years to monitor the plan's effectiveness and ensure that it covers all areas of accessibility needed.

Links with Other Policies

- Health and Safety Policy
- Equality Information and Objectives (Public Sector Equality Duty)
- SEND Policy
- Special Educational Needs (SEN) Information Report
- Supporting Pupils with Medical Conditions Policy

This document will be reviewed October 2029.

Signed By

Name	Role	Date
Rachael Peacock	Headteacher	October 2026
Rachel Shepherd	SENDCO	October 2026
Nigel Barker	SEND Governor	October 2026