Accessibility plan

Water Orton Primary School

Approved by:	Emma Smith	**Date:** December 2025
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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is 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
- Improve the availability of accessible information to pupils 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.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan. It will seek support and guidance from the Local Authority where required and will work within the systems set out by the Local Authority.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents/carers, staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make ‘reasonable adjustments’ for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aims of the Accessibility Plan

A person has a disability if they have a cognitive, physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum and everyday school life.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals 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.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS	PERSON RESPONSIBLE	DATE TO COMPLETE	SUCCESS CRITERIA
Increase access to the curriculum for pupils and stakeholders with a disability	Resources tailored to the needs of pupils who require support to access the curriculum are used. Curriculum resources include examples of people with disabilities (e.g. Amazing People) Curriculum progress is tracked for all pupils, including those with a disability Targets are set effectively and are appropriate for pupils with additional needs The curriculum is reviewed to make sure it meets the needs of all pupils Communication in Print resources used in all classrooms and around the school as standard. Aided Language boards used as required Range of learning aids used in classrooms to support individual pupils – ipads, ereaders, laptops, reading rulers and overlays Teaching and support staff undertake regular training targeted at supporting pupils (e.g. emotion coaching, ACES, EPATT, Maths for life) Zones of regulation used as standard across the school creating a shared language for staff and pupils to use when pupils are dysregulated.	Expand the current BSL curriculum pilot to all classes	Deliver training to all teachers Model lessons using the specialised scheme	Curriculum Lead Headteacher	End summer 2027	All pupils have BSL lessons in school
		Ensure effective transition for individual pupils both to and from the school	Engage in transition meetings with preschool providers and secondary schools to ensure transfer of information specifically related to access needs.	SENDCO YEAR 6 LEAD EYFS LEAD	Ongoing	Transitions are smooth, information shared as needed.
Improve and maintain access to the physical environment	The school building is single story and one level throughout with no steps or raised areas. Main entrance has automatic doors. Doors are all designed to allow for wheelchair access Four disabled parking bays are provided with a permit system in use to ensure that any parents/pupils requiring access to the carpark are allowed to enter at key times. Shelving in classroom areas and in shared areas such as the library are at a level accessible to pupils who are wheelchair users. The school has two fully accessible toilets and a shower in the main building and one accessible toilet in the Evergreen building.	To improve access to the outdoor EYFS environment for all pupils in all weathers.	Re-organise the reception/year 1 outdoor classroom area to improve access and flow from area to area creating additional space to manoeuver wheelchairs and other physical supports.	EYFS team Site manager	Spring 2025	All areas easily accessed by wheelchair users.
		To improve access to raised stage to allow pupils with mobility issues to access during performances	Purchase wheelchair ramp for use with the staging.	Headteacher	Jan 2026	Wheelchair ramp purchased. Used safely in performances.

	The school works closely with external advisors, including those in the physiotherapy and OT teams to ensure that provision for individual pupils is appropriate. School grounds are subject to daily checks by the caretaker.	Continue to work with OT and Physio services to review safe movement of pupils as pupils grow and needs change.	Staff training: Trained staff renew their training as required New staff trained to provide contingency	SENDCO	Ongoing	Staff trained in appropriate manual handling
Improve the delivery of information to pupils and stakeholders with a disability	Internal and external signage in place Monthly newsletters – can be accessed on mobile phone (hard copy available on request) Daily updates via Dojo- can be accessed on mobile phone Large print resources made available if required Pictorial or symbolic representations used as standard across the school Communication system (Class Dojo) has a translation tool built in. Pupils learn basis sign language (BSL) with extra curriculum options available for further study. Regular drop in sessions are provided for parents of pupils with SEND, those specific to the Evergreen Resource Provision. Visiting professionals also provide informal support in drop in sessions	Upgrade school website to improve accessibility features including better presentation on mobile phones and a translation feature.	Post website to new provider	Headteacher Admin team	End of summer term 2026	New website fully accessible

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the headteacher].

It will be approved by the governing board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy