



**Accessibility Plan**

**April 2025 - April 2028**

**Section 1**

**Vision Statement**

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. 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 Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan will be reviewed every 3 years or where operational needs dictate and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Wisbech St Mary C of E Academy the Plan will be monitored by the Headteacher and the SENCO.

The current Plan will be attached to this document.

At WSM Primary School we are committed to working together to provide an inspirational and exciting learning environment to develop the potential of each child, to provide learning opportunities where a child may take increasing responsibility for their learning. In this way we hope to develop the whole person. We see education as a tool that will bring learning for life

**Aims**

* To improve access to the physical environment of the school, adding specialist facilities where appropriate. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
* To Increase access to the curriculum for pupils with a disability. This includes, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment which may assist these pupils in accessing the curriculum.
* To Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples may include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

As a school, we will work closely with the local authority and the Diocese of Ely. WSM primary school also maintains close working relationships with the following specialist services:

* Occupational Therapists
* Speech and Language specialist
* The Specialist Teacher Service
* CREDS
* CAMHS
* School Nurse
* Cambridgeshire’s Virtual School for Looked After Children
* Educational Psychology Service
* Educational Welfare Officer
* Advisory Teacher for Hearing Impaired
* Physiotherapists
* Community paediatricians
* Mental Health Support Team
* Equine Therapy
* Berryfields Equine centre
* Twenty20 Productions
* Other advisory services and charities

Should there be any concerns with the school’s compliance in the carrying out of actions stated within the policy and plan; issues can be raised with the governing body by following the school’s complaint procedure as laid out in the Complaints Policy.

**Current practice**

* We aim to ask about any disability or health condition in early communications with new parents and carers as part of our school admission procedure.
* There is a flat or ramped entrance to each part of the building with wide doors. The main entrance has recently been rebuilt and now has a wide, automatic door into the reception/office area.
* The lobby is fully accessible for wheelchair users.
* There is a disabled toilet fitted with a handrail and a pull emergency cord.
* The school has internal emergency signage and escape routes are clearly marked.
* Where PE is a challenge for physically impaired pupils, we seek expert advice for identified individual needs.
* We consult with experts when new situations regarding pupils with disabilities are experienced.
* Text messages sent to parents with school information and important dates.
* Our curriculum is inclusive for all learners and takes into account learning styles and disabilities.

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| **Aim 1 To improve access to the physical environment of the school, adding specialist facilities where appropriate. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.** | | | |
| **Actions** | **Responsibility** | **Timescale** | **Success Criteria** |
| Ensure that there is access to the main entrances and exits of the school for wheelchairs and mobility scooters. | Business Manager and Caretaker | Yearly audit | * Any adjustments are undertaken in a reasonable amount of time to ensure access for all. |
| Investigate the potential of adding electronic doors along the corridor to allow disabled members of staff and children to move through the school independently | Business Manager and Caretaker in liaison with Access to Work | July  2027 | * Quotes ascertained for works * Audit completed by Access to work * Any reasonable adjustments are undertaken to ensure access for all. |
| **Aim 2 To Increase access to the curriculum for pupils with a disability. This includes, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment which may assist these pupils in accessing the curriculum.** | | | |
| Access to field and environmental area for children and staff with disability. | Business Manager Caretaker | July 2027 | Adjustments to outdoor learning provision so that all can access. |
| To create a sensory garden, within the environmental area, for all pupils (including those with additional needs) to access. | Caretaker, SENCO, Headteacher | July 2027 | * Visits to other sites * Quotes, where applicable * Therapeutic space for people who Have sensory differences. |
| **Aim 3 To Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples may include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.** | | | |
| Electronic forms of communication for parents | Headteacher, Office Manager, Class Teachers | Ongoing | * Parents/carers are able to access written information through use of AI on mobile devices e.g. reading text option |
| Sessions to meet with parents to complete forms | Office Manager | As needed | * Parents/carers are able to access forms from the Local Authority, such as admissions, etc. |
| Parental literacy sessions e.g. story cafes | Headteacher and Class Teachers | Termly | * Parental engagement in the curriculum * Parents/carers are taught basic skills to support their children with reading at home |
| Investigate adult literacy courses that could be run at school | Headteacher | Ongoing | * Liaison with the Rosmini Centre and Children’s Centres * Parents/carers engage with adult literacy courses offered |