



Wingfield Primary School Accessibility Plan

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Accessibility Plan has been drawn up in consultation with the pupils, parents, staff and governors of the school and covers the period from Autumn 2022 – Autumn 2025. It will be reviewed kept under review bi-annually and shared with the local school committee.

Wingfield Primary School is a 3-form entry primary school with a nursery setting. The school was built in 2017 and is a fully accessible school: corridors are wide; and a lift ensures access to the second floor.

1. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

2. Wingfield Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). 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.

- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, 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.

5. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on a bi-annual basis. New Plans will be drawn up every three years.

6. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

7. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Trust Teaching and Learning document
- Health & Safety
- Equalities Action Plan
- Inclusion Policy
- Relationships and Behaviour Policy
- Anti-Bullying Policy

8. The Action Plan for physical accessibility relates to the Access Audit of the School. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period to inform the development of the new Plan for the following period.

9. The Plan will be monitored through the local school committee

10. The school will work in partnership with the trust developing and implementing this plan

11. The Plan will be monitored by Ofsted as part of their inspection cycle.

12. The Plan will be reviewed bi-yearly

Wingfield Primary School Accessibility Plan 2022-2025

Improving the Physical Access at Wingfield Primary School				
Target	Strategy	Responsibility	Success Criteria	Timeframe
Intercom system to be accessible to wheelchair users	Consider lowering the current intercom entry system or adding an additional to enable easy access	Premises manager	All	By end of 2023

Improving the Curriculum Access at Wingfield Primary School				
Target	Strategy	Responsibility	Success Criteria	Timeframe
To ensure pupils working within the lowest 20% are targeted to narrow the gap with their peers	Delivery of Early Talk Boost intervention in Nursery to ensure all children make required progress.	SLT Inclusion team	Assessment procedures indicate that pupils receiving targeted interventions are making accelerated progress and are reaching age-related expectations.	Autumn 2022
	Delivery of Neli intervention in Nursery to ensure all children make required progress.			Autumn 2022
	Parent workshops on specific areas of the curriculum	SLT	Parents attending workshops will feel confident in supporting their children's learning and understanding of curriculum.	Spring 2022
Provide staff with the skills they need to support a range of needs	Training for support staff	Inclusion Team	Support staff able to work with increased knowledge and provide appropriate resources for children	ongoing
Regular review and evaluation of progress and need	Termly learning support meetings to take place to assess and address pupil needs in line with EHCPs	Inclusion Team	Pupil needs reviewed and being addressed.	Via annual EHCP assessment;
All children able to access the curriculum	Training for teachers on differentiating the curriculum for disabled children as required	SLT	All teachers can more fully meet the requirements of disabled children's needs with regards	Ongoing

			to accessing the curriculum	
Ensure staff are aware of the specific needs for children living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Provide relevant training and support for specific staff (Learning Mentors and 1:1 TAs)	EYFS	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life- preparation learning. The use of other professional partners has been made available.	Ongoing
Staff trained to meet individual medical needs of children where applicable	Provide relevant training and support for specific staff (Learning Mentors and 1:1 TAs)	Inclusion Team and external agencies	Staff training completed for relevant teams Epi pen training and diabetes awareness training for relevant staff in line with pupil needs	Ongoing
All out-of-school activities are planned to ensure the participation of all children	Careful risk assessments and research undertaken to ensure activities are accessible to all; Review all out-ofschool provision to ensure compliance with legislation	Class teachers and Inclusion Team	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements Increase in access to all school activities for all disabled children	Ongoing
Classrooms are optimally organised to promote the participation and independence of all children	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases based on the needs of children in the class	Class teachers and Inclusion team	Lessons start on time without the need to make adjustments to accommodate the needs of individual children	Ongoing

Training for Awareness Raising of Disability Issues	Provide training for governors, staff, children and parents Children to receive this training through the PHSE curriculum and special awareness days Discuss perception of issues with staff to determine the current status of school	SLT	Whole school community aware of issues relating to Access and equity for all Society will benefit by a more inclusive school and social environment	Ongoing
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Improving the Delivery of Written Information Wingfield Primary School				
Target	Strategy	Responsibility	Success Criteria	Timeframe
Availability of written material in alternative formats.	Work with the LA services to convert written information into alternative formats. Use technology to translate communication for parents not fluent in English.	Inclusion Team	The school will be able to provide written information in different formats when required for individual purposes.	Ongoing
Improve the range of communication systems that the school uses to engage with stakeholders.	Develop audio and video guides to support parents to navigate a arrange of information including but not limited to: Secondary school transfer Reception application (current Nursery) Applications of EHCP Set MCAS How to access Showbie How to access Tapestry	Computing Lead Office Lead		Ongoing

Policy adopted:	October 2022
Aligned for:	Wingfield Primary School
Other related policies:	Health and Safety Policy Equalities Action Plan Inclusion Policy Relationships and Health Education Policy Anti-Bullying Policy
Next Review:	September 2025