



WINGFIELD
PRIMARY SCHOOL

Accessibility Plan

Reviewed policy agreed by LSC:	Autumn 2025
Reviewed policy shared with staff:	Autumn 2025
Policy to be reviewed:	Autumn 2028

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 school's physical environment 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.

Our school principles and values

Wingfield is a 3-form entry primary school with a nursery setting. Our vision is to create a school community focused on the learner, both child and adult, which is built on the understanding that everyone is different. We celebrate this in our innovative curriculum, our broad extended provision and in how we support and challenge every child on every step of their learning journey. Wingfield is a fully accessible school, corridors are wide and a lift ensures access to the first and second floor.

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.

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.

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.

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.

This policy complies with our funding agreement and articles of association.

Links with other policies

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

- Compass Teaching for Learning document
- Health & Safety policy
- Equalities policy
- SEND Policy
- Relationships and Behaviour Policy
- Anti-Bullying Policy

Monitoring arrangements

This policy will be agreed by the board of trustees.

The content of the action plan will be agreed upon and monitored by the local school committee. The plan will be reviewed every 3 years and may be reviewed and updated more frequently if necessary.

Wingfield Primary School Accessibility Plan – 2025-2028

Improving the Physical Access at Wingfield Primary School				
Aims	Current good practice	Actions to be taken	Person Responsible	Timescales
Ensure visitors with mobility needs can enter independently	Intercom system is accessible height and near the entrance for wheelchair users		Office manager	Annual review
Ensure safe access to upper floors and safe evacuation	Lift available (not used in emergencies); evacuation chair located in staffroom	Train designated staff in evacuation chair use; include in fire drills	Premise manager	
Improving the curriculum Access at Wingfield Primary School				
Aims	Current good practice	Actions to be taken	Person Responsible	Timescales
Ensure all pupils can access the full curriculum	Differentiated lessons, scaffolded tasks, use of visual supports	Provide regular CPD on adaptive teaching and inclusive classroom practice	SENCO/ Leadership Team	Ongoing – half termly meetings
Identify and address gaps in learning for pupils with SEND and those at risk of underachievement	Half-termly pupil progress meetings identify and track pupils' progress Delivery of Early Talk Boost/NELI intervention in Nursery/Reception to ensure all pupils make required progress. Parent/Carer workshops on specific areas of the curriculum	Ensure the lowest 20% of pupils are identified and targeted through interventions and catch-up support Diarise dates on specified workshops to support families	Class teachers/SENCO/ Leadership Team	Half-termly meetings Ongoing
Support individualised learning and early intervention	Targeted support and intervention plans in place address pupil needs in line with ILPs and EHCPs	Use assessment data to tailor support strategies and review impact termly	SENCO / Class Teachers	Ongoing termly impact reviews
Staff trained to meet individual medical needs of children where applicable	Provide relevant training and support for specific staff (1:1 TAs)	Ongoing Support	SENCO/External agencies	Ongoing
Ensure full participation in trips, clubs, and events	Activities are risk assessed and adapted when needed	Review planning process to ensure all out-of-school activities are inclusive and accessible	SENCO / EVC/ Class Teachers/ Leadership Team	Ongoing – pre-visit planning checks

Improving the Delivery of Written Information at Wingfield Primary School				
Aims	Current good practice	Actions to be taken	Person Responsible	Timescales
Ensure written information is accessible to all parents and pupils	School uses clear fonts and avoids cluttered layouts	Offer all key documents in large print and on coloured paper if requested	Officer Manager/ SENCO	Ongoing
Raise staff awareness of communication accessibility	Staff adapt resources as needed but inconsistently	Provide training on accessible formats (e.g. dyslexia-friendly fonts, plain English)	SLT	Autumn 2025
Ensure pupils with SEND can access written materials in class	Some use of overlays, visual aids, and now/next boards	Develop personalised strategies (e.g. symbol-supported text, visual schedules)	SENCO/Class Teachers	Ongoing – SEND reviews
Provide digital copies of information in accessible formats	PDF newsletters and updates sent via email	Ensure digital documents are screen reader-friendly	Office Manager	Autumn Term / Ongoing