



Wheatcroft CP School

Accessibility Plan

Ethos

We will support and challenge every child to do their best across the whole curriculum, achieving the highest standards of which each is capable. We will develop resilience and a positive self-belief by encouraging all pupils to use their skills and talents to make a positive contribution to the school, the local and wider community. We aim to equip all our pupils with the skills, attitudes and vision to be happy and achieve ongoing success as life-long learners.

Legal Requirement:

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act.

The act requires schools to have an accessibility plan aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils

This is explained on page 29 of advice for schools on the Equality Act, published by the Department for Education (DfE).

The **purpose** of this plan is to comply with the above requirements and will focus on the above 3 bullet points, which are the key aspects of accessibility in schools.

Definition of disability according to the Equality Act 2010:

Definition of disability under the Equality Act 2010. You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

How the plan will be shared

This accessibility plan will be made available primarily through the school's website.

Internal and external monitoring procedures

Internal monitoring: The head teacher will be responsible for implementing the actions within this plan. Progress will be monitored through ongoing procedures for auditing health and safety routines, along with link governors.

External monitoring: It is envisaged that the contents of the plan would be shared with local authority officers as part of external compliance monitoring. The Plan may also be monitored by Ofsted as part of their inspection cycle.

Training

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.

Supporting partnerships to help develop and implement the plan: The school will work in partnership with the local authority, where appropriate, in developing and implementing this plan, along with any other external agency which may be involved in catering for children's needs.



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Complaints procedures

Any complaints regarding the content or actions included within the Accessibility Plan will be dealt with using the school's complaint's procedure.

Objectives

Wheatcroft CP School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Wheatcroft CP School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practical.

Our aims are to:

- 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 and maintain access to the physical environment
- Improve the delivery of written information to pupils - Improve the delivery of written information to pupils, staff, parents and visitors with disabilities as necessary. 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.

Reviewed by Governing Body: October 2025
Review Schedule – 3 years



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Wheatcroft CP School Accessibility Plan 2025–2027

This plan is drawn up in accordance with the Equality Act 2010 and the SEND Code of Practice (2015).

It aims to:

- Increase access to the curriculum for pupils with a disability.
- Improve and maintain access to the physical environment.
- Improve the delivery of written and digital information to pupils, parents and the wider community.

****It is envisaged that admitting any pupil with individual needs under the definition of Disability in the Equality Act 2010 would trigger immediate retrospective actions based in the above aims and objectives.***

Aim	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Staff capable of effective differentiation as necessary	Ongoing CPD for teachers/TAs on adaptive teaching, scaffolding, assistive technology, and differentiating for SEND. Lesson observations and planning reviews to include evidence of accessibility.	SENCo / SLT	Ongoing (termly CPD cycle)	All teachers/TAs are confident in meeting disabled pupils' needs. Pupil progress data shows narrowing of gaps.
	Ensure participation of the whole range of pupils in extracurricular and out-of-school activities	Risk assessments to include accessibility considerations. Staff to discuss children's individual needs with SENCo, parents and children. Liaise with providers to ensure venues are inclusive.	Class teachers, SENCo, Visit leaders	Ongoing	Disabled pupils and those with additional needs fully included in clubs, trips and residential visits.
	Organise classrooms to promote participation	Class teachers to review seating, access to resources, and classroom signage. Ensure use of dyslexia-friendly fonts, visual timetables,	Class teachers / SENCo	Reviewed termly	Classrooms are dyslexia-friendly, accessible, and promote independence. Pupils report they can access resources without barriers.



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	and independence	dual coding and Widgit symbols where appropriate.			
	Specialist resources available as required	SENCo to audit and provide additional equipment (e.g. overlays, pencil grips, writing slopes, adapted IT devices, sensory tools).	SENCo	Reviewed annually	Pupils with identified needs have appropriate resources to support participation.
	Staff trained to meet a range of needs (autism, SEMH, sensory impairment, physical disabilities)	Annual training programme, including use of the EEF 'Special Educational Needs in Mainstream Schools' guidance.	SENCo / SLT	Ongoing	Staff confidence and pupil outcomes improve; feedback from staff and parents evidences positive impact.
Improve and maintain access to the physical environment	Ensure site (including The Bungalow, playgrounds, mobile classroom) meets statutory accessibility requirements	HT, Office Manager and link governor to carry out annual audit. Actions costed and added to site plan.	HT/OM / Governor	Annual review (each Dec)	School site continues to meet accessibility standards. Adjustments in place (ramps, signage, toilet access, lighting).
	Ensure outdoor provision is accessible to all	Regular checks of outdoor gym equipment, MUGA and playgrounds to ensure safe access.	HT/OM / PE Lead	Ongoing	Disabled pupils can access outdoor spaces and PE provision safely.



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Improve the delivery of written and digital information to pupils and parents	Provide clear, simple communication with families	Information shared in accessible formats: plain language, infographics, large print on request, and digital versions compatible with screen readers.	Headteacher / Admin team	Ongoing	Parents report they are well informed and communications are easy to understand.
	Improve access to information for families with English as an Additional Language	Website translator tool enabled. Use of visual guides and access to translation/interpretation services when required.	Admin / SENCo	Ongoing	Parents/carers with EAL report improved understanding of school communications.
	Improve digital communication between home and school	Develop use of Bromcom and Class Dojo to improve two-way communication. Ensure alerts are accessible on mobile devices.	SLT / Admin	Phased roll-out 2024–25	Parents access timely and flexible communication; engagement in surveys and events increases.
	Improve pupil access to written materials	Continue to provide dyslexia-friendly classrooms, visual timetables, alternative formats, and assistive technology (text-to-speech, coloured backgrounds on screens).	Class teachers / SENCo	Ongoing	Pupils with additional needs can access learning materials independently.



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