

Wintringham Primary Academy

ACCESSIBILITY POLICY AND PLAN

PART 1 POLICY

The Planning Duty under the Equality Act 2010 means that all schools and academies should have an individual Accessibility Policy and 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 (more than a year), 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 academies. The plan must be reviewed at least every three years, approved by the CEO, and shared with the LGB. The policy should be reviewed annually.

The Accessibility Policy and Plan is structured to complement and support the academy's Equality Objectives and will be published on the school website.

Wintringham Primary Academy is dedicated to ensuring that our environment and full curriculum values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, emotional and cultural needs. We continuously promote inclusion and awareness across the academy.

Wintringham Primary's Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where possible and practical.

Aims and Objectives

Our aims are to:

1. increase access to the curriculum for pupils with a disability.
2. improve and maintain access to the physical environment and take advantage of education associated services.
3. improve the delivery of written information to pupils.

The academy's objectives are detailed in the Action Plan below. However, this is not a standalone document, and should be considered alongside the following academy and Trust policy documents:

- SEND Information Report

- Trust SEND Policy
- Cambridgeshire County Council Local Offer
- Academy Safeguarding Policy
- Trust Health & Safety Policy
- Trust staff related policies

This plan will also be used to advise and inform future planning documents and policies.

Physical Environment

The academy has:

- A physical environment is fully accessible for all users and has good wheelchair access both indoors and outdoors.
- Corridors are wide and there are no issues walking around school safely for any person in a wheelchair.
- The building is all on two levels there is access to a lift.
- There are 3 accessible toilets located in the school and provision is made for individual children within the classrooms such as individual toilet seats / toilet rails.
- Accessible toilets have handrails, an emergency pull cord and easy use taps.
- Emergency pull cords are left hanging free in case of emergency.
- Classrooms have fire exits which can be used for all pupils.
- Blinds / window film to avoid glare.

Curriculum

- With the support of parents and outside agencies, areas of the curriculum, for example PE, are adapted to the needs of children in school with physical impairments.
- The academy is aware that other issues may affect the participation of disabled pupils, (for example, bullying, peer relationships, policies on the administration of medicines, the provision of personal and/or intimate care, the presence or lack of role models or images of disabled people), and follow school policies and procedures to ensure that these are all dealt with effectively.
- Where necessary, pupils have the necessary equipment in classrooms to enable them to be a part of the class and physically access the curriculum. Equipment may include writing slopes, different chairs / seats, use of laptops etc.
- Minimum classroom adaptations are being developed with all staff.
- Access to Total Communication approaches to support with speech and language development, where required.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, and can be provided in different ways on request, should this be needed.

Current Activities

- The school has close working relationships with different nurseries and pre-schools and ensure that transition arrangements are organised throughout the summer term before the child starts school.
- This may include multi-agency meetings with parents/ professionals and/or visiting the child in their current settings.
- The school SEND Policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and/or disability team.
- The school uses outside agencies, including Health Professionals and Educational Psychology Services.
- The SENDCo manages the Statutory Assessment process, ensuring additional resources, including staffing, are allocated where appropriate through additional high needs top-up funding.
- The school has systems in place to ensure that we meet the needs of all of disabled children and young people including Provision Mapping, which identifies children and interventions.
- School staff work together as a team to ensure strategies for improving behaviour and access to learning.
- Forest School.
- Play Therapist

The academy refers to specialist services for advice when required, including through:

- Specialist Teachers and Educational Psychology Services
- Sensory support for children with visual or hearing needs
- SENDIASS
- SALT (Speech and Language Therapy)
- The Virtual School
- Education Inclusion Family Advisor/Family Worker

The academy works closely with health professionals where required:

- SALT (Speech and Language Therapy)
- School Nurse
- Occupational Therapy
- Physiotherapy
- Community Paediatrician
- CAMHS

The school's committee, teachers, teaching assistants and mid-day supervisors have appropriate training, support and experiences that allow for effective support throughout the day in the following areas:

- Trauma informed approaches
- Hearing impairment
- Physical disability
- Visual impairment

- Specific medical conditions including asthma, eczema, diabetes and epilepsy
- Specific learning difficulties including dyslexia
- Autism
- Speech, language and communication needs (SALT)
- Haemophilia

Please see the Local Offer and SEND Information Report for further information about the facilities and support currently on offer at the school, which can be found on the school website.

Review and Implementation

The Accessibility Policy is updated by the SENDCO and reviewed annually by the Governing Body and Headteacher. In addition, the Accessibility Plan will be reviewed at least three yearly by all relevant parties, but more frequently in the event of a substantial change in the need of children and young people educated within the Trust.

PART 2 SCHOOL ACCESSIBILITY PLAN

This plan is designed to improve accessibility using three areas of focus:

1. increase access to the curriculum for pupils with a disability.
2. improve and maintain access to the physical environment and take advantage of education associated services.
3. improve the delivery of written information to pupils.

STRAND 1: QUALITY OF EDUCATION (ACCESS TO THE CURRICULUM)			
Objective	Actions	Lead	Timescale / cost
Ensure consistent, embedded provision of minimum standards	Staff training to introduce minimum standards	Trust Director of SEND	Spring/Summer 2026
	Learning walks to baseline and monitor provision	SENDCO & SLT	Autumn 2026 onwards
	Training, modelling and coaching to support staff where provision is inconsistent/missing	SENDCO	Autumn 2026 onwards
	Peer observations to support consistency	SENCO & SLT coordinate	Summer 2026
Ensure sharing of SEND information is thorough and effective	Develop staff familiarity and confidence with Provision Map to input and find information about children	SENDCO	Summer/Autumn 2026
	Support for writing APDRs where appropriate	SENCO	Autumn 2026 and ongoing

	Termly/half termly SENDCO/teacher meetings to update Provision Map SENDCO/SLT to support transition meetings at end of year with new teachers updating normal practice, do's and don'ts on Provision Map for new year.	SENDCO/teachers SENDCO/SLT	Autumn 2026 onwards in staff meeting time? Summer 2027 Allocated time in staff meeting tbc
Ensure provision for children with EHCPs is in line with professional advice	Triangulate provision in place with recommendations for provision Adjust or plan further provisions to be more effective/efficient. Record provisions effectively on Provision Map	SENDCO with input from teachers SENDCO & SLT SENDCO with input from teachers	Autumn 2026 Autumn 2026/Spring 2027 Ongoing
To support children's language development and peer interaction	Initial training on ShREC approach through Talk for Writing Baseline measures Staff training on ShREC Learning walks to monitor changes	SLT/English leads	Summer 2026
To improve outcomes around language in EYFS	NELI training NELI pre assessments and sessions	SENDCO/SLT Identified TA	Autumn 2026 tbc
To ensure SALT support is effective	ELKLAN TAs timetabled to support SALT across the school (when therapist is in school and throughout the week) All communications with SALT to be shared in staff meetings/by email so that all staff can implement strategies	SENDCO/SLT SENDCO / ELKLAN TAs / SALT	Autumn 2026 Autumn 2026
Ensure all children are secure in knowing their daily routine /communicating choices	Baseline of provision Staff training in use of visual timetables, choice boards, first/then, now/next and emotion boards (including use of Widget) Complete set of visual timetables for every class if not already in place	SENDCO SENCO SENCO (TAs)	Autumn 2026. Autumn 2026? Autumn 2026. Cost £100?

	Consistent use of whole class visual timetables in all classes	All teachers and TAs	Autumn 2026 onwards
	Experienced staff model use Consistent use of personalised visual timetables and now/next, first/then with identified children	SENDCO + All teachers and TAs	Autumn 2026 onwards
	Learning walks to monitor	SENCO & SLT	Autumn 2026 onwards

STRAND 2: IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT			
Objective	Actions	Lead	Timescale / cost
Ensure unstructured time is accessible or appropriate for all students (so that children can play independently)	Set up OPAL play	SLT	Summer 2026
	Educate staff on how to support in OPAL play	SLT	Summer 2026
	Introduce and support play	SLT, TAs	
	Review provision and impact	SLT, TAs	
To ensure sensory circuits/breaks are effective	Identify/review baseline provision	SENDCO	Autumn 2026
	Identify who needs to have access so sensory breaks	SENDCO teachers TAs SENDCO / SLT	Autumn 2026
	Timetable when and where and adult support	SENDCO	Autumn 2026
	Monitor provision		Autumn 2026 and ongoing
To ensure classrooms meet the needs of children with hearing impairments	Involvement of Sensory Support Team and Qualified Teacher of the Deaf as appropriate	SENDCO	Autumn 2026
	Classroom audits	SENDCO	Autumn 2026
	Staff training	SENDCO	Autumn 2026
	Actions following class audits	Teacher & TAs with support from SENDCO	Autumn 2026
To ensure classrooms meet the needs of children with visual impairments	Involvement of Sensory Support Team and Qualified Teacher of the Visually Impaired as appropriate	SENDCO	Summer/Autumn 2026 and ongoing
		SENDCO/QTVI	

	Classroom/school audits	SENDSCO/QTVI	Autumn 2026
	Staff training	Teacher & TAs with support from SENDSCO	Autumn 2026
	Actions following class audits		Autumn 2026
Ensure school is safe for disabled people	Two Health and Safety walkarounds completed annually.	SENDSCO & SLT & link governor or DLPT peer and site manager/office manager	Autumn 2026 Summer 2027
To maintain access to upper floor	Regular testing and maintenance of lift	Site manager/office manager	Weekly checks 6 monthly external checks
Ensure all disabled pupils can be safely evacuated.	Consider needs and write PEEPs as appropriate	SENDSCO /office manager	Autumn 2026 (and ongoing)
Ensure medical needs and intimate care needs are appropriately met	Identification of new medical needs	SENDSCO /Office manager	Summer/Autumn 2026
	Individual Healthcare Plans written/updated	SENDSCO	Summer/Autumn 2026
	Intimate Care Plans written/updated	SENDSCO	Summer/Autumn 2026
	Training as required	SENDSCO	Ongoing

STRAND 3: IMPROVING ACCESSIBLE INFORMATION FOR DISABLED STUDENTS			
Objective	Actions	Lead	Timescale / cost
HI inclusion	Monitor to ensure strategies are in place	SENDSCO	Autumn 2026
	Daily maintenance and replacement of batteries on hearing aids	SENDSCO, teacher	Ongoing
	Ensure visual alarm linked to fire alarms	SENCO, site manager	Autumn 2026
VI inclusion – also including those with visual stress	Monitor with QTVI to assess need for identification of hazards.	SENDSCO/QTVI	Tbc at next visit

	Use of magnifier and other resources where appropriate.	Teachers	Ongoing
	Text and resources printed for children to use at their tables as appropriate	Teachers	Ongoing
	Use of larger text and clear font where possible	Teachers	Ongoing – remind Autumn 2026
	Ensure displays are large enough to be read/seen to be purposeful	teachers	Ongoing – remind Autumn 2026
Availability of written material in alternative formats	Use of computer technology to read text as appropriate	Teachers	Ongoing
	AI used to simplify texts as appropriate	Teachers	Autumn 2026
	Use of Widget to support written information including use of visual timetables as well as in more structured learning	Teachers/TAs Support from SENDCO	Autumn 2026