

Accessibility Plan

Policy reviewed and agreed by Governing Body – May 2026

Date for next review – May 2027

At Edward Wilson Primary School, our values reflect our commitment to a school where there are high expectations of everyone. Our Accessibility Plan demonstrates our school values in the following ways:

Respect: We provide all children with high quality learning opportunities so that each child attains and achieves all that they are able to. We respect and celebrate diversity and ensure this is mirrored throughout our school community.

Community: Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued.

Perseverance: We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners.

Kindness: We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

Legislation

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities. Under the Special Educational Needs and Disability (SEND) Code of Practice (2015), '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.

The Accessibility Plan is structured to complement and support the school's inclusive practice and Equality Statement, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

Edward Wilson Primary 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 parents' knowledge of their child's disability and its effect on his/her ability to carry out everyday activities and respects the parents' and child's right to confidentiality.

The Edward Wilson Primary School Accessibility Plan shows how access is to be improved for pupils, staff and visitors with disabilities to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain 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 within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might 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 timeframe.

The Edward Wilson Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

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

- Behaviour Management Policy
- Health & Safety Policy
- School Development Plan
- Special Educational Needs and Disability Policy
- Teaching and Learning Policy

The Accessibility Plan will be published on the schools' website, and monitored through the Governing Board's Resource Committee.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. The priorities within the Accessibility Plan were determined by the following key questions:

- Is our curriculum appropriately adapted to successfully meet the needs of all groups of learners?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school?
- Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information?

The priorities for the Accessibility Plan for our school were identified by the:

- Headteacher
- The Governing Body
- Inclusion Leader/SEND Co (Special Educational Needs and Disabilities Coordinator)
- School Business Manager
- Premises Manager

Curriculum				
Aim	Current Good Practice	Actions	Responsibility	Timeframe
Teaching and learning is inclusive of all needs	Learning is differentiated and accessible for all pupils	Continue regular training to enable teachers to skilfully and confidently meet the needs of pupils At least annual training around: Oracy & quality interactions Assessment for Learning Mixed ability groupings	SENDCo/ Headteacher	Ongoing
	Learning environments support learning	Reduced cognitive load and sensory stimulation in learning spaces	Headteacher	Summer 2026
	Equal access to the curriculum is provided for pupil with SEND (Special Educational Needs and Disabilities)	Regular internal monitoring will evaluate the effectiveness that teaching and learning has upon meeting the needs of all pupils	SENDCo/SLT	
All educational visits and workshops are accessible to all	Venues, organisations and transport modes are investigated during the planning stage	Workshop facilitators to be made aware of pupils with SEND access needs	Teachers	Ongoing
	Pre-visits are carried out as part of risk assessments	Workshop resources / presentations to be made accessible with support from staff when necessary		
Pupils with a Visual Impairment have full access to the curriculum	The school has a well-established VI Resource Base with a QTVI (Qualified Teacher of the Visually Impaired) Pupils with vision impairment have access to audio, tactile, modified and Braille resources in school	Under the direction of the QTVI, pupils with vision impairment will be taught to use specialist software (Brailnote and Perkins Brailler) in the classroom in order to further develop their independent learning skills, along with pre-Braille if necessary QTVI works with HT to ensure teaching teams understand best practice	Headteacher in liaison with QTVI	Ongoing

		and utilise the extensive resources available		
Develop our Special Resource Provision (SRP) for pupils diagnosed with Autism Spectrum Disorder (ASD)	A two-class SRP has been in place since September 2023, with a qualified teacher in each class and a third teacher overseeing the provision	Open a third SRP class, Seals, on the first floor for enhanced mainstream inclusion Develop a sensory room on each floor- Alerting (ground), Organising (1 st), Calming (2 nd)	Headteacher/ SRP Lead	September 2026
Establish the school as a centre of excellence for SEND	Three senior teachers undertaking NPQSENCO (National Professional Qualification in Special Educational Needs) Headteacher has completed NPQSENCO	Appoint experienced teachers with core subject responsibility to teach in the SRP Ensure the curriculum is tailored to cohort's needs e.g. challenge in Seals, sensory-based in Polar Bears	Headteacher/ SRP Lead Core subject leads/SRP class teachers	From September 2026
	50 members of staff are fully trained in Restrictive Interventions in line with DfE guidance	Appoint an in-house member of staff to have enhanced RI training for 'hot-debriefs', overseeing paperwork and reporting, and strategic/operational oversight with HT of RI at the school	Headteacher	From January 2027

Physical Environment				
Aim	Current Good Practice	Actions	Responsibility	Timeframe
Ensure that all pupils and staff with a disability, sensory impairment or any additional need can safely evacuate	Personal Emergency Evacuation Plans (PEEPs) are in place and evaluated each year	PEEPS continue to be reviewed	SBM (School Business Manager)/H&S Officer	September 2026
	Regular fire drills (at least once each half term) are carried out Invacuations happen at least once per term	Continue; if necessary, connect with behaviour SDP focus in 2026-27 e.g. extra drills for particular pupils	Behaviour and Culture Lead	From September 2026

the building				
Pupils with physical disabilities to have access to all areas of building	Ramps provide step-free access to the building at four points on the ground floor Handrails on stairs and noising on steps supports pupils and adults with low vision Lift access and evacuation equipment available to all pupils, staff and visitors on all three floors	Ensure that regular monitoring and maintenance of the school building	SBM	Ongoing
Develop the playground provision for pupils with sensory needs	All playgrounds resurfaced with continuous soft pour material, ensuring safety and ease of access for wheelchair users, VI pupils and those with limited mobility Thrive Project and Paddington Partnership planting SRP playground incorporates sensory-based activities	Develop a sensory garden in EYFS playground Ensure the maintenance of this Consult Forest School trainee staff member to plan and begin this	SENDCo/ Headteacher Headteacher SENDCo/ Headteacher	From January 2027 From September 2026 From January 2027

Information and Communication				
Aim	Current Good Practice	Actions	Responsibility	Timeframe
Improve communication and the delivery of information with parents / carers	Newsletter is via Microsoft Sway; interactive and picture-based	Add a termly newsletter for: - Online safety - Core subjects - SEND And ensure these are EAL-friendly and neuroaffirming in communication style	Headteacher/ Leads	From September 2026