



Accessibility Plan

Water Mill Primary School

1. Accessibility Policy and Plan – Legal Requirements

- The Accessibility Policy and Plan are statutory requirements and are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to disability, of the Equality Act 2010. It also impinges on the statutory guidance from April 2014 concerning support for pupils in school with medical conditions together with the special educational needs and disabilities (SEND) legislation from September 2014 requiring schools to publish their Local Offer on the school's website.
- School governors are accountable for ensuring a compliant policy is drawn up on a three year rolling programme of implementation, review and reporting (see Governing Body Work Schedule). The plan is based on what might be reasonably anticipated within the resources available to the school.
- This plan should be read in conjunction with the school's documentation concerning equalities legislation, management of medical conditions and the SEND Local Offer.
- The plan is published on the website to support and inform parents.

2. Aims of the Policy and Plan

To improve the extent to which everyone, including disabled pupils:-

- Can participate in the school **curriculum** (cross referenced to **C** in the plan).
- Can access the physical **environment** so as to take better advantage of educational provision (cross referenced to **E** in the plan).
- Can access and act on **information** (cross referenced to **I** in the plan).

3. Our Rationale

- We are committed to providing an accessible environment and curriculum which values and includes all pupils, staff, parents and visitors, regardless of their individual needs.
- We are committed to challenging negative attitudes about disability and accessibility.
- We are committed to continually developing a culture of awareness, tolerance and inclusion.
- We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination.

4. Lead Responsibility

- Governors
- Head teacher and SENDCo

Outcomes	Code	What/How	Lead	Resources	Evidence	Timescale
To continue to ensure the teachers plan the deployment of support in the classroom with a clear rationale for achieving outcomes for children	C, E	To plan and deliver intervention programmes and/or whole class teaching Staff to support vulnerable learners across year groups, eg: SEND, EAL, PP Ensure that learning takes place in a well organised environment accessible to all.	AHT	Spelling Buddies Numicon Precision Teaching Pre-tutoring Language & Literacy Programmes	Learning is clearly adapted and scaffolded – evidenced through learning walks, pupil voice, book scrutiny	Ongoing
To continue to develop staff CPD through training and performance appraisals in order to make the best possible provision for the children	C, I	To provide CPD to highly skill staff	SLT	Costs TBC	Staff are skilled in order to provide high quality interventions for children Learning walks	Ongoing
To continue to purchase and provide resources for vulnerable learners, ensuring outcomes are achieved	C, E	To provide specialised resources to support vulnerable learners, eg: SEND, EAL, PP,LAC Staff CPD (if needed)	SLT Class teachers	Coloured paper Coloured overlays Writing boards Specific programmes related to need Specific resources related to need	Resources in use	Ongoing
Opportunities are provided for children to record their work in a variety of ways	C, E	Children to have access to a number of resources to record their learning. Staff to provide tools to support each child's learning needs.	Class teachers	iPads Video recorders Task boards Word mats Outdoor learning See Saw (online)	Learning is clearly adapted – evidenced through learning walks, pupil voice, book scrutiny	Ongoing
All data is recorded and analysed in a regular and systematic way and used to inform and plan	C, I	Track and evaluate pupil progress (groups and individuals) Identify all children's barriers to learning – assess, measure impact, adapt intervention accordingly Targets are made accessible for parents through informal conversations and formal parents evenings	SENDCo SLT Class teachers	Pupil Progress Meetings – half termly ITP's updated at least once termly	Pupil Progress Meeting Records SEND Continuums Planning meetings with EP, PSS, CAT Parental Feedback	Termly Ongoing

Limited progress identified by the analysis of information and is acted upon quickly and effectively	C, I	<p>Assessment tools to find starting points</p> <p>Use of Continuums to support planning</p> <p>Deliver quality first teaching to teach and challenge</p> <p>Review outcomes, measure progress, ask challenging questions and set new targets</p>	<p>SENDCo</p> <p>Class teachers</p> <p>PSS</p> <p>EP</p> <p>CAT</p>	<p>PSS Continuums</p> <p>Assessment tests</p>	<p>Children accessing their learning in the right environment – 1:1, small group, whole class</p> <p>Planning meetings with EP, PSS, CAT</p> <p>Increase number of children making expected progress</p>	Termly Ongoing
Barriers for vulnerable groups are discussed collectively and strategies are developed to overcome them	C, E, I	<p>Ensure CPD is aimed at needs of teachers and children so they are highly skilled</p> <p>Provide equipped resources to ensure classrooms are ready for learning</p> <p>Children to take own responsibility for own learning and challenges</p>	<p>SENCo</p> <p>Class teachers</p> <p>PSS</p> <p>CAT</p> <p>EP</p>	<p>Pupil Progress meetings each term</p> <p>External agencies</p>	<p>Highly skilled staff to be effective with vulnerable groups</p> <p>Children engaged in learning – raising achievement for all</p> <p>Staff feedback and learning walks</p>	Ongoing
Children are involved in a wide range of decision-making processes that affect their lives, with increasing involvement as they age and mature	C, E, I	<p>Children involved in target setting, planning of learning, self/peer assessment</p> <p>Build knowledge, skills and understanding through a rigorous creative curriculum</p> <p>High aspiration for all – personal learning goals</p>	<p>SLT</p> <p>Subject leaders</p>	<p>iPads</p> <p>Laptops</p>	<p>School council</p> <p>Photographic evidence</p> <p>Marking in books</p> <p>Books scrutiny</p> <p>Attendance at review meetings, where appropriate</p>	Ongoing
To continue to develop and improve links with all parents	C, E, I	<p>Continue to encourage and develop parental involvement and consultation through drop-in sessions, parents evenings, newsletters, development of the website – look at providing our EAL families with these in home languages</p>	<p>SLT</p>	<p>Costs TBC</p>	<p>Parents feel more involved in the school and are able to access advice and information for themselves, as well as for their children</p>	Ongoing



Access to the Environment

Feature	Description	Actions to be taken	Person Responsible	Date to complete actions by
Ensure all areas of school building and grounds are accessible for all children and adults	To improve the access of the physical environment for all.	<p>Short term Carry out an inclusion walk with small group of identified parents/governors</p> <p>Medium term Build in identified areas/works into the schools building plan.</p> <p>Long term Monitor works against building plan with GB.</p>	HT/Site Manager/GB	Summer Term 2025 onwards
Seating arrangements	<p>Children with hearing or visual impairments are seated in appropriate positions within the room</p> <p>Resources are provided for those who may find sitting still for periods of time challenging</p>	<p>Staff to continue to be aware of the children within classes who this may affect</p> <p>Continue to review children's needs</p>	<p>Class teachers</p> <p>SENDCo</p>	Ongoing
Outdoor areas	<p>Playground in use for PE, playtimes and lunchtimes and other cross curricular activities</p> <p>Forest school area in use by all classes – access currently via steps</p> <p>Allotments in regular use and accessible for all</p>	<p>Continue to promote the use of outdoor spaces as an integral part of the curriculum to enrich pupils experiences</p> <p>Look at alternate access to forest school area</p>	<p>All school staff</p> <p>SLT</p> <p>Site manager</p>	<p>Ongoing</p> <p>Autumn 2025</p>
Corridor access	All corridors are accessible for wheelchairs and wide enough for manoeuvre	Corridors to be tidy and free from obstructions	All school staff	Ongoing
Displays	Displays will be accessible to the full range of learners. 3D displays are easily accessible to people standing and sitting in a wheelchair.	Continue to ensure displays are accessible for all	All school staff	Ongoing



Doors	Newly installed doors are accessible for people standing and sitting in a wheelchair and they can see each other from either side of the door	Accessible for all	Site manager SLT	Completed
Emergency escape routes	Labels clearly displayed throughout the school	Continue to ensure signs are maintained	Site manager SLT	Ongoing
Emergency escape routes	Escape routes from the front of school, the Year 2 classroom and 1 exit at the back of school are via ramps. Currently from the Reception and Year 1 classrooms the exits are steps	Look at replacing step exits from Reception and Year 1 classrooms with ramps Escape route maps replaced with multiple escape routes marked	Site manager SLT Site manager/AHT	Summer 2025 Completed
Stairs and steps	All stairs and steps to have clearly defined surface to the edge so that the edge is clearly visible. Access to upper level rooms via stairs.	Paint step edges where required. To investigate the feasibility of having a stair lift or lift for disabled staff/pupils/visitors installed.	Site Manager Site manager	Ongoing Autumn 2025

Reviewed: Spring 2025