

Accessibility Plan

Willersey C of E Primary School



We learn together through faith, fun and friendship

2026 - 2029

Governor Responsible	Governing Body
Member of staff responsible	Head Teacher
Date approved at Governance Board	September 2026
Frequency of Policy Review	Every three years
Date next review due	September 2029 (annual progress reported to governors)

Contents

1. Aims	2
2. Legislation and guidance	3
3. Action plan	Error! Bookmark not defined.
4. Monitoring arrangements	13
5. Links with other policies	13

1. 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 physical environment of the school 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 and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness and removing any barriers to communication.

Our school vision is: ***We learn together through faith, fun and friendship.***

This vision is underpinned with the school's biblically-based values:

Courage: *'Be strong and courageous; do not be frightened or dismayed, for the Lord your God is with you wherever you go.'* Joshua 1:9

Compassion: *'Clothe yourselves with compassion, kindness, humility, gentleness and patience,'*
Colossians 3:12

Friendship: *'Encourage one another and build each other up.'* 1 Thessalonians 5:11

Truthfulness: *'Tell the truth to each other.'* Zechariah 8:16

Respect: *'Do to others as you would have them do to you.'* Mathew 7:12

Creativity:

'Work hard and cheerfully at all you do' Colossians 3:23-24

'Whatever you do, do well,' Ecclesiastes 9:10-11

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.

The school supports any available partnerships to develop and implement the plan.

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.

2. 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.

3: Action Plan

13.1. Access to Information							
Audit Ref	Audit Item	Suggested Actions	Priority	Budget Implications	Target date for completion	Ownership of Task (School to insert name)	Date Completed
10.1.1	Internal communication strategies	The school should introduce a structured process for gathering feedback from students, staff, and parents on the effectiveness of its communication strategies. This could be achieved through short surveys, focus groups, or informal discussions at parent forums and staff meetings. Feedback should be collected at least annually and reviewed by senior leaders to identify strengths and areas for improvement. Outcomes should then be shared with the school community, demonstrating transparency and a commitment to continuous improvement.	C	N	ONGOING	Head Teacher	

10.1.2	Arrangements for providing information in simple language, large print, via digital audio, by Braille	The school should establish a process to actively involve parents, carers, and students in the development and review of its accessibility policies and practices. This could include consultation through surveys, parent forums, student councils, or focus groups, ensuring that the perspectives of all stakeholders are considered. By embedding this collaborative approach, the school will strengthen its commitment to inclusivity, improve the relevance of its policies, and build trust within the wider school community.	C	N	ONGOING	Head Teacher	
10.1.3	School website and social media content	Place an Accessibility Statement on your website. An Accessibility Statement is a formal declaration that explains how the school ensures its online content, facilities, and practices are accessible to everyone — including pupils, parents, carers, staff, and visitors with disabilities.	C	N	2026	Head Teacher	

		The school should ensure its website supports scalable text, allowing users to enlarge text without loss of content or functionality. Implementing this adjustment will improve compliance with accessibility standards and ensure the website is usable by all members of the school community.	C	N	2028		
--	--	--	---	---	------	--	--

13.2. Access to Site and Facilities							
Audit Ref	Audit Item	Suggested Actions	Priority	Budget Implications	Target date for completion	Ownership of Task (School to insert name)	Date Completed
10.2.5	Reception Facilities	Install a portable hearing loop in the reception area and clearly display the sign.	C	L	2028	Head Teacher	

		 Provide instructions from the reception area to the visitor's accessible toilet which is in the Village Hall. Provide a seat with high back and arms. For example:  On signing in, ask your visitors if they require assistance should the fire alarm be activated. This could be added as a question on the sign in screen.	B	N	2026		
			C	L	2026		
			B	N	ASAP		

10.2.6	External areas, movement between buildings	Ensure external steps have nosings. There are no nosings on the steps which lead down from the reception play area to the main playground.	C	N/L	2026	Head Teacher	
		Highlight handrails on steps and ramps with tape or paint in a bright contrasting colour to aid visually impaired students/visitors. For example: 	C	N/L	2026-2027		
		Where access is via a ramp, the start and ends of the slope need to be indicated. This can be done with a thick stripe of white or yellow paint across the width or a boldly painted white triangle pointing in the direction of the slope: For example:	C	N/L	2026-2027		

		 Install further handrails to ramps where needed as there should be handrails fitted on both sides.	C	L	2027-2028		
10.2.7	Emergency Evacuation and Lockdown procedures	Always have some members of staff trained in emergency evacuation procedures for the mobility impaired.	B	N	ONGOING	Head Teacher	
10.2.10	Accessible Toilets	Long term plan - Provision of an accessible toilet required in the school. This may involve adapting existing facilities or creating a new facility, subject to listed building consent, with works carried out sympathetically to preserve the historic character of the building. Immediate Recommendation – liaise with the Village Hall regarding use of their accessible toilet. As a public venue, it is reasonable to expect that visitors to the school could be directed there if needed. Publish this on the school’s website	D	I/H	LONG TERM PLAN	Head Teacher	
			B	N	ASAP		

		for those who might need to use it and also place a sign in the reception area.					
10.2.13	School Signage (Internal and External)	Review internal signage and ensure it is all in both uppercase and lowercase lettering. Consider adding an option in Braille. For example:  Review external signage to ensure it complies with the Equality Act. For example: 	C	L	ONGOING	Head Teacher	
10.2.18	Doors	Change non-compliant door handles to the D style of handle: Example:	C	L	2028	Head Teacher	

							
10.2.20	Staff Facilities	Provide at least one high backed chair in the staff room.	C	N/L	2026	Head Teacher	

13.3. Access to Education							
Audit Ref	Audit Item	Suggested Actions	Priority	Budget Implications	Target date for completion	Ownership of Task (School to insert name)	Date Completed
10.3.1	Staff Expertise and Training, including Disability Awareness Training	Provide training in disability awareness to staff, governors and pupils.	C	N	ONGOING	Head Teacher	

4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by the governing board and the Head Teacher.

It will be approved by the Head Teacher

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy