

WINTON PRIMARY SCHOOL



ACCESSIBILITY PLAN - 2025 to 2026

Status	Live	Approval	Local Governing Body
Maintenance	Local Governing Board	Role(s) responsibility	School Business Manager
Date effective	15/1/25	Date of last review	17/1/24
Date of next review	17/01/26	Date withdrawn	Not Withdrawn

1. Winton Primary School is a mainstream school for children age from 4 years to 11 years old. The school comprises of two school buildings. All classrooms are at ground floor level.
2. Winton Primary School's Accessibility Plan has been created based upon information supplied by the Local Authority and in conjunction with pupils, parents, staff, and governors of the school and will integrate with other school planning documents. The Accessibility Plan will be reviewed annually.
3. The Accessibility Plan is structured to complement and support the school's Equality Objectives and will similarly be published on the school website.
4. We are 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.

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
 - SEN & Disability Act 2001
 - The SEN Revised Code of Practice 2014
 - The Disability Discrimination Act (amended for school 2001)
 - Code of Practice for Schools (Disability Rights Commission)
 - DFE (2014) "The Equality Act 2010 and schools"
 - DFE (2015) "Special educational needs and disability code of practice: 0 to 25 years"
 - OFSTED
5. Our school Accessibility Plan shows how access is to be improved for disabled pupils, staff, and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions 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 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 school 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 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 handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5. The Accessibility Plan relates to the key aspects of physical environment, curriculum, and written information.
6. 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.
7. The Accessibility Plan should be read in conjunction with the following school policies, strategies, and documents:
 - Curriculum Policy
 - Admissions Policy
 - Equality information and Objectives Statement
 - Delta Education Trust Equality Policy
 - Staff Development Policy
 - Health & Safety Policy (including off-site safety)
 - Special Educational Needs Policy
 - Behaviour Management Policy
 - School Improvement Plan
 - Asset Management Plan / Suitability Survey
 - School Brochure / Prospectus and Vision Statement
8. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which was originally undertaken by the Local Authority and subsequently updated by the school and remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.
9. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
10. We aim to ask about any disability or health condition in early communications with new parents and carers as part of our school admission procedure. Our School Prospectus will make reference to this Accessibility Plan.
11. Our School's Accessibility Plan is encompassed by our complaints procedure.
12. Our Accessibility Plan will be published on the school website.
13. Our Accessibility Plan will be monitored through the Local Governing Body
14. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan
15. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010

Winton Primary School Accessibility Plan - 2025 to 2026: Improving the Curriculum Access

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
To develop a CPD programme to ensure staff are knowledgeable in terms of the needs of pupils with disabilities and strategies to support them.	Staff training requirements identified (Performance Management) Guest speakers, school nurse, link professionals, inset	All teachers fully meet the requirements of disabled children's needs with regards to accessing the curriculum Give monitoring details	Ongoing	Improved staff understanding and knowledge base. Increased access to an appropriate curriculum for all pupils
All out-of-school activities are planned to ensure the participation of the full range of pupils	Review all out-of-school provision to ensure compliance with legislation.	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements. All EVC Risk assessments to include consideration of the needs of identified pupils to ensure maximum practicable inclusion in activities planned. This to be reviewed by Head Teacher and Resources Committee in approving visits. Give monitoring details.	Ongoing	Increase in access to all school activities such as trips out, residential visits, extended schools' activities, and sporting events for all pupils.
To ensure that classrooms are optimally organised to promote the participation and independence of all pupils	Teaching and caretaking staff to maintain a preferred layout of furniture and equipment to support the learning process in individual class bases.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	Ongoing	More time available for pupils to participate in curriculum activities.
Governors to consider accessibility, equality and disability when making strategic decisions	Ensure discussion and decisions consider equality. Governors to have a good understanding /training of these issues and use them to inform decision making.	Whole school community aware of issues relating to Access	Ongoing	Neighbourhood will benefit by a more inclusive school and social environment

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
To deploy Teaching Assistants effectively to support pupils' participation	Review needs of pupils within each class and staff accordingly Ensure staff skills are matched to pupil needs	Pupils' needs are appropriately met through effective deployment of skilled support staff	Ongoing	All pupils are supported to achieve their full potential.

Winton Primary School Accessibility Plan - 2025 to 2026: Improving the Physical Access

This plan is structured in conjunction with the school's Asset Management Plan, the school Safeguarding File, the School Travel Plan and Health & Safety Audits and a School Audit carried out by Willis Towers Watson on behalf of the Department for Education. The plan considers the essential work necessary to ensure reasonable adjustments have been made to the fabric of the main buildings to accommodate accessibility issues. As far as possible, work has been undertaken on temporary buildings to facilitate accessibility arrangements. In some cases, Health & Safety issues necessitate more prompt action.

LOCATION	ITEM TO IMPROVE PHYSICAL ACCESS	ACTIVITY	TIMEFRAME	Cost (est.) £
Approach to school	Drop kerbs, traffic calming and pedestrian crossings	These features are in place and need to be maintained. Traffic bumps in road to be painted as necessary and as identified in annual reviews.	Ongoing	
Outside areas	<ul style="list-style-type: none"> ◦ Pedestrian access ◦ Paving External lighting ◦ Delivery Vehicles 	<ul style="list-style-type: none"> ◦ Pedestrian access is seen as generally good. School Business Manager and Site Manager review site conditions on weekly basis and will flag any requirements/maintenance necessary. ◦ Levels, gradients, cambers, and gullies in proximity to all pathways have been reviewed – all new development to reflect latest building / construction requirements and best practice as far as is practicable. ◦ Ensure lighting to Car Park and Accessibility Bays is operational, adequate, and considers light pollution and local issues ◦ All delivery drivers to report to school office and access to secure (fenced) areas be controlled in line with safeguarding policy. Target is to ensure also that there is a safe and appropriate pedestrian access where deliveries may be received. ◦ Site Manager and Caretaker to supervise contractors on site and deliveries, as necessary. 	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	

LOCATION	ITEM TO IMPROVE PHYSICAL ACCESS	ACTIVITY	TIMEFRAME	Cost (est.) £
All areas	<ul style="list-style-type: none"> ◦ Contrasting colours of door furniture to aid visibility ◦ Maintain wider doors. <p>Maintain provision of visibility panels to doors where required.</p> <p>Improve classroom furniture layouts to increase access.</p>	<ul style="list-style-type: none"> ◦ Maintain and upgrade on rolling programme. ◦ Width of doors already seen as good generally. Provide wider doors as necessary where building structure allows and is practicable in any new refurbishment or building works. <p>Assess annually and in planning of any works depending upon classroom use.</p> <ul style="list-style-type: none"> ◦ Staff to be aware of mobility and H&S issues and specific needs of children using facilities 	<p>Ongoing</p> <p>Ongoing</p> <p>Annually</p> <p>Ongoing</p>	Was picked up in glazing survey in 2020
Main Entrance	Main entrance and foyer	Maintain electronic aluminium security doors to allow wheelchair access	Annually	
Corridors	<ul style="list-style-type: none"> ◦ Remove trip hazards ◦ Observe fire exit routes. 	<p>All staff to be vigilant and identify appropriate storage for equipment and ensure that items are not left indiscriminately – Site Manager, Caretaker, and cleaning team to take particular care.</p> <p>Site Manager and SBM to review during regular school tours.</p> <p>All staff to remove obstacles around signed emergency routes - site staff and cleaning team to take particular care.</p> <p>Site Manager and SBM to review during weekly school tours.</p>	<p>Daily</p> <p>Regular</p> <p>Daily</p> <p>Weekly</p>	

LOCATION	ITEM TO IMPROVE PHYSICAL ACCESS	ACTIVITY	TIMEFRAME	Cost (est.) £
	<ul style="list-style-type: none"> ◦ Increase signage and aids for visual and hearing impaired. 	Identify to meet specific needs as required. Monitor the movement of children from one class base to another and carry out essential works as required.	Ongoing as necessary	
School	<ul style="list-style-type: none"> ◦ Disabled WCs 	<p>Ensure access is maintained and doors can be opened fully to allow wheelchair access as needed. Ensure all specialised equipment relating to specific child needs are maintained, as necessary.</p> <p>Ensure maintenance of grab rails etc.</p>	<p>Ongoing</p> <p>Disabled toilet by school office was refurbished in 2023 as part of toilet upgrade project</p>	

Winton Primary School Accessibility Plan - 2025 to 2026: Improving the Delivery of Written Information

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes such as use of symbols, communicate in print, large print or through augmentative communication technology, contrasting colours.	Ongoing	Delivery of information to disabled pupils and parents improved
Make available school brochures, school newsletters and other information for parents in alternative formats.	Review all current school publications and promote the availability in different formats for those that require it	Maintain all critical and practicable school information availability for all through hard copy and website	Ongoing	Delivery of school information to parents and the local community improved
Review documentation with a view of ensuring accessibility for pupils with visual impairment.	Get advice from HVSS on alternative formats and use of IT software to produce customized materials.	Maintain all school information availability for all	Ongoing	Delivery of school information to pupils & parents with visual difficulties improved.
Raise the awareness of adults working at and for the school on the importance of using a range communications systems according to individual need.	<p>Communication audit by SALT</p> <p>On-going Performance Management arrangements</p> <p>Training on range of issues such as functional use of language, Signalong and managing SALT plans.</p> <p>Other training as required</p>	Awareness of target group raised	Ongoing	School is more effective in meeting the needs of pupils.