

Walton CEVC Primary School

Accessibility Plan

February 2025-February 2028

'Every Child, Every Chance, Every Day'

"I have come that they may have life, life in all its fullness" John 10:10



Headteacher: Mrs Rachel Toal
Chair of Governors: Mr Nick Oliver

As a church school at the heart of the community, Walton CEVC Primary School is committed to provide each child with the opportunities to achieve their full potential academically, socially, emotionally, physically and spiritually. Through strong partnerships between home and school and inspired by Christian values, we aim to equip the children in our care with skills and confidence to meet future challenges.

1. Purpose of Document

This plan is prepared to ensure compliance with paragraph 3 of schedule 10 of the Equality Act 2010. As detailed in the 2014 (updated in 2016) guidance from the DfE (What maintained schools must publish online).

2. Aims of the Accessibility Plan

This plan outlines how Walton CEVC Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (ie. The curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day to day activities.

At Walton CEVC School we consider all kinds of disabilities and impairments, including but not limited to those listed below, when developing, implementing and reviewing this plan.

- **Ambulatory disabilities**- this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities**- this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities**- this includes those with visual impairments and sensitivities
- **Auditory disabilities**- this includes those with hearing impairments and sensitivities
- **Comprehension**- this includes hidden disabilities, such autism and dyslexia

This plan aims to;

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. At Walton CEVC Primary School, we know that children can thrive when they are supported in their learning and development. We strive to offer a high quality, rounded education for all our children, in the context of our school Christian values and in partnership with our families and the community.

The Governing Body also recognises its responsibilities towards employees with disabilities and will

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers
- Undertake reasonable adjustments to enable staff to access the workplace.

The Plan will be resourced, implemented, reviewed and revised in consultation with;

- Pupil's parents and carers
- The Headteacher, SENCO and other relevant staff
- Governors
- External Partners

The Plan will be made available online on the school website, and paper copies are available upon request. Walton CEVC Primary School is 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 process for raising these concerns.

Planning Duty 1: Curriculum

This Action Plan sets out the aims of our Accessibility Plan

	Current Good Practice	Objectives	Actions	Person Responsible	Completion Date	Success Criteria
AIM Increase access to the curriculum for pupils with disability	Our school offers a differentiated curriculum for all pupils	Ensure pupils needs are met across all areas of learning	Staff to give appropriate focus to teaching skills to enable learning Intervention Groups specific to learning need	HT, SENCO and Staff	On-going through Academic Year Review Annually February 2026 onwards	Pupils make good progress and they are engaged and motivated in all aspects of their learning.
	Learning targets are set effectively and are appropriate for pupils with a disability.	To keep accurate records and evidence of achievement for pupils working below their peers so progress against targets is monitored closely so leading to effective planning, teaching and learning.	Maintain good liaison between home and school for those pupils with a disability. Effective targets with clear objective broken down into small steps Reviews during ADPR Meetings Celebrations of Successes	SENCO and Staff	On-going through Academic Year Termly APDR Meetings Review Annually February 2026 onwards	Vulnerable pupils making good progress against agreed objectives

	Current Good Practice	Objectives	Actions	Person Responsible	Completion Date	Success Criteria
AIM Increase access to the curriculum for pupils with disability	We are adaptable and react to the needs of the pupils; forward planning but also reactive to the new needs as they emerge.	Continue to develop a deeper understanding of pupils with Autism, Dyslexia and other specific learning difficulties.	Attend appropriate training Liaise with agencies such as Autism Service, dyslexia specialists and other SEND professionals	HT, SENCO and Staff	On-going through Academic Year Termly APDR Meetings Review Annually February 2026 onwards	Pupils on the ASD Spectrum, pupils with Dyslexia and other SEND needs have clear and appropriate provision that is achievable.
	We use resources that support the needs of the pupils to enable curriculum access.	Ensure increased knowledge on what resources and strategies to use to best support pupils with SEND.	Liaise with external agencies for specialist support. Borrow specialist equipment to support pupils as required.	SENCO, HT	On-going through Academic Year Termly APDR Meetings Review Annually February 2026 onwards	Teachers and support staff have the appropriate and up to date knowledge they need to feel confident to provide good quality provision.
	Individual care plans are in place for pupils with medical needs and appropriate Risk Assessments completed.	Ensure appropriate care is in place with all staff aware of pupil's needs and aware of all risks associated with the pupil's disability.	Liaise with external agencies for specialist support.	SENCO, HT and staff	On-going through Academic Year Review Annually February 2026 onwards	Safe .provision for pupil's with medical needs with staff confidently following appropriate procedures to ensure good

AIM						progress and development
	Current Good Practice	Objectives	Actions	Person Responsible	Completion Date	Success Criteria
	Increase access to the curriculum for pupils with disability	Pupils with a disability have opportunities to have a sense of belonging to the school and in their class sustaining friendships.	<p>Ensure pupils with emotional and social difficulties are supported to make positive relationships</p> <p>Ensure pupils able to participate in school trips and external events.</p>	<p>Continued ELSA provision to support pupil's needs.</p> <p>Risk assess and plan carefully trips and external events so disabled pupils are able to fully participate.</p>	<p>SENCO, ST</p> <p>HT, SENCO and staff</p>	<p>On-going through Academic Year</p> <p>Review Annually February 2026 onwards</p>
Curriculum provision and resources include examples of people with disabilities		Ensure there is no discrimination and all pupils have a positive view of people with a disability.	<p>Continued implementation and review of Jigsaw RSHE Curriculum</p> <p>Resources used in lessons and Collective Worship</p>	HT and staff	<p>On-going through Academic Year</p> <p>Review Annually February 2026 onwards</p>	A bank of useful and non-stereotyped resources.

Planning Duty 2: Physical Environment

	Current Good Practice	Objectives	Actions	Person Responsible	Completion Date	Success Criteria
AIM Improve and maintain access to the physical environment	School is largely accessible, but whenever changes to the premises are made, appropriate advice is taken to ensure good building accessibility.	Continue to liaise with professionals when considering any changes to the premises .	Changes to be made to building when required to accommodate a particular need that is new to our school.	HT, SENCO and Governors	N/A	School is accessible to all.
	Majority of the areas within the main building of the school are wheelchair and buggy accessible.	To have a clear evacuation procedure. Ensure all exits are maintained and clear of obstructions.	Evacuation emergency procedures account for visitors in wheelchairs as well as pupils and staff in school. Caretaker to check regularly and report any issues regarding exits etc.	HT, H&S Governors Caretaker	On-going through Academic Year Review Annually February 2026 onwards	The school is accessible and safe for those with limited mobility.
	The school has a designated toilet	Ensure that this is not used for additional storage.	Remind staff and alert cleaning staff to report any issues;	HT and Caretaker	On-going through Academic Year	The accessible toilet is available for those who need it.

AIM	Current Good Practice	Objectives	Actions	Person Responsible	Completion Date	Success Criteria
Improve and maintain access to the physical environment	When purchasing new equipment, consideration is given to ensuring accessibility and comfort for pupils and staff	To anticipate any possible harm to staff and pupils, ensuring comfort and accessibility.	To continue to purchase furniture of the correct height etc.	HT	On-going through Academic Year	Furniture is fit for purpose.
	Parking bay available if disabled access is needed.	To ensure parking space is always available if needed.		HT	On-going through Academic Year	Disabled visitors are able to park close to the school.

Planning Duty 3: Accessible Information

AIM	Current Good Practice	Objectives	Actions	Person Responsible	Completion Date	Success Criteria
Improve the delivery of information to pupils with a disability or other groups for which this may be difficult	The school uses pictorial symbols to aid communication	To use symbols more widely across the school	Use visual timetables in all classrooms. Promote use of STC and train staff as appropriate	SENCO	On-going through Academic Year Review Annually February 2026 onwards	Pupils have access to information so they feel totally included in school.
	All pupils use a wide range of recording methods	Develop further the use of ICT for recording pupil's work.	Use of tablets and specific programs to motivate and improve learning for SEND pupils.	SENCO, IT Subject Leader	On-going through Academic Year Review Annually February 2026 onwards	Pupils who find it difficult to record their thinking are assisted to demonstrate and develop their knowledge.
	Coloured papers and overlays are sometimes used to help with visual discrimination	Extend this practice more widely.	Use coloured papers and backgrounds on smartboards to aid learning.	SENCO	On-going through Academic Year Review Annually February 2026 onwards	Pupils have an option to use overlays if this helps.
	Staff are aware of any pupils with hearing and visual impairment	Ensure that pupils with hearing or visual impairment are well supported to access the curriculum.	Liaise with Hearing and Visual Impairment Teams Ensure staff know which pupils have hearing or visual impairment and	SENCO	On-going through Academic Year Review Annually February 2026 onwards	Pupils are able to fully access learning.

AIM Improve the delivery of information to pupils with a disability or other groups for which this may be difficult			seat them appropriately in class.			
	Current Good Practice	Objectives	Actions	Person Responsible	Completion Date	Success Criteria
	Opportunities are given to ensure the voice of the disabled pupils are heard/represented and supported.	To develop the impact of the disabled and SEN pupil voice	Representation of SEND pupils on School Council and as House Captains	Headteacher & Senior Teachers	On-going through Academic Year Review Annually February 2026 onwards	Pupils contribute to the review of provision.
Parents and carers who do not have English as their first language or have literacy difficulties are mostly able to access the information they need.	To take a more active role in supporting all our parents to access information	Liaise with EMS/EAL services as needed. Telephone and face to face contact with parents or carers with low literacy skills or no computer access.	HT and SENCO	On-going through Academic Year Review Annually February 2026 onwards	Effective communication between school and home.	

This plan is reviewed every year to take into account the changing needs of the school and its pupils. This plan is also reviewed where the school has undergone a refurbishment as it happens

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

- Single Equality Policy
- Special Educational Needs Policy
- Health and Safety Policy
- Pupil Premium Policy
- School Development Plan
- School Ethos, Values and Aims Statement
- Curriculum Statement

Next Review by Governors: February 2026