

Accessibility Plan 2026-2029

Waddesdon Village Primary School – a *Pathway to Excellence*



Waddesdon Village Primary School's Accessibility Plan has been drawn up in compliance with current legislation and requirements from the equality Act 2010, specified in schedule 10 which relates to disability.

- We are committed to providing a fully accessible environment that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. As a Rights Respecting School, we are committed to challenging negative attitudes, including those surrounding disability and accessibility, and to developing a culture of awareness, tolerance and inclusion.
- Waddesdon Village Primary School continues to develop the physical school environment to make it accessible and able to meet the needs of all pupils, staff and visitors to the school.
- Ongoing training for staff and governors in the matter of disability discrimination continues to inform understanding and attitudes on this matter.
- Curriculum leads ensure access to their own subject area, ensuring learning is both accessible and equitable for all.
- Allocated Governors to SEND and Inclusion regularly review accessibility to our school provision and curriculum. All Governors continue to ensure the needs of all pupils are met.
- Information about our Accessibility plan will be published on the website and be made available in the school office.

Aims of the Accessibility Plan

A person has a disability if they have a cognitive, physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum and everyday school life.
- 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.

The governing board 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:

- Pupils
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every three years to consider the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

The accessibility audit

The audit will cover the following three areas:

1. **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
2. **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
3. **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

The audit, will consider all kinds of disabilities and impairments, including, but not limited to, the following:

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 as autism and dyslexia

Action plan

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.

The actions that will be undertaken are detailed in the following sections of this document.

Aim	Current good practice	Actions to be taken	Person responsible	Time scale
<p>Improve and maintain access to the physical environment.</p>	<p>Waddesdon Village Primary School is a single-storey building with access via flat pathways, additional slopes and accessible doorways for complete independence to access most parts of the school building.</p> <p>Our main entrance to the school building is flat, without steps and all areas of the school are kept clear of clutter and obstruction.</p> <p>A hygiene suite is accessible to staff and pupils with physical disabilities, medical and sensory needs.</p> <p>Our hygiene suite provides electronic bed and changing facilities to ensure all care for our pupils can be completed safely. All staff completing daily care receive training support from the OT, Physio, Hospital services and SENCo.</p> <p>Our EYFS toilets ensure access for all pupils.</p> <p>All toilets are accessible to adults and pupils.</p> <p>School grounds are regularly monitored and accessed.</p> <p>Equipment aids are serviced and monitored in line with guidance and services.</p> <p>All staff and/or pupils with short or long term accessibility or sensory difficulties are risk assessed and a PEEP (personal emergency evacuation plan) is drawn up and regularly reviewed.</p>	<p>To consider the access to the Courtyard Garden when it is used during the spring and summer term.</p> <p>To update and review moving and handling training for new staff change over.</p> <p>Termly accessibility learning walk to monitor and review environment access.</p> <p>Continue to monitor and service equipment aids as required.</p> <p>Contractors to collect waste.</p> <p>Continue to review Emergency Response Procedures on an annual basis</p> <p>Continue to complete trips risk assessment and pass these to EVC Lead for checking</p>	<p>SENDCo, SBM and Headteacher</p> <p>SENCo</p> <p>SENCo, Governors, Caretaker, SBM</p> <p>Disability services</p> <p>Contractors</p> <p>SBM and Headteacher</p> <p>Class Teacher, SENDCo and EVC Lead</p>	<p>September 2026</p> <p>Annually or when staff changes arise</p> <p>Weekly by Caretaker</p> <p>Ongoing</p> <p>Ongoing</p>

	<p>Educational visits and any activities in school such as: sports day, enrichment groups, visitors are made as accessible as possible. For all Educational visits, risk assessments are completed to evaluate access and additional adult allocation where required, shared with the EVC lead and Head teacher.</p> <p>Suitable transport is provided for regular swimming lessons to ensure wheel chair access and space.</p>	<p>Ensure Year 6 and 4 residential trip is fully accessible by wheelchair user and that all children's SEMH and medical needs are also met through risk assessment and pre planning with children and parents</p> <p>PE Lead to continue to liaise with coach companies and external swimming facilities</p>	<p>PE Lead</p>	
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Increase access to the curriculum for all pupils.	OT and Physio services regularly review school procedures and support to ensure safe moving and handling.	To ensure that all visual timetables are in place and accessible to pupils.	Class Teachers	Ongoing
	Classroom chairs and tables are arranged to ensure full access to the learning environment.	SLT to continue to monitor through book looks, planning looks, observations and discussions with pupils, teachers and parents.	SLT	Ongoing
	Our curriculum is differentiated to ensure access for all pupils. The use of resources tailored to specific needs, allocation of staff and visual support in the environment maximises the independence of our pupils.	Teaching and support staff undertake regular training on supporting pupils with SEND and personalising learning	SENDCo	Termly
	A range of interventions are planned, delivered and assessed for impact in order to support learning for all.	To monitor and review the implementation and impact of ICT strategies to enhance learning across the curriculum.	SENDCo and ICT Lead	Termly
	Curriculum progress is tracked and reviewed for all pupil including those with disabilities. Pupil progress is reviewed termly with SLT, SENCo and class teachers to ensure any additional support is in place.	Review ADHD friendly criteria and share the school's successes.	SENDCo	July 2026
	Regular support from outside agencies, including but not limited to, Educational Psychologist, PRU, STEPS, Specialist Teaching Service and Speech and Language therapy.	Continue to utilise National College programme of CPD to develop the understanding of individual pupils needs and the impact of teaching and learning strategies.	SENDCo and ICT Lead	Termly
	Staff undertake training in EpiPen, asthma and shunt training to support the needs of pupils in their class.			
	ADHD Friendly School raising an awareness and responding to the unique learning styles and essential aids for individual pupils.			

	<p>Use of access arrangements for assessment/National tests.</p> <p>Individual positive behaviour plans or visual communication is created for individuals and groups to prevent barriers to learning. The use of social stories and comic strips are completed with children to ensure expectations of behaviours are kept high for individuals.</p> <p>Pupil Premium Strategy ensures the development of support for all pupil premium children and appropriate allocation of budget to impact on children's achievements, progress and access.</p>	<p>Applications and evidence to be uploaded by the deadline.</p>	<p>Assessment Lead and Class Teacher</p>	<p>Autumn Term</p>
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<p>Breaking down barriers for vulnerable pupils.</p>	<p>Support is in place to enhance relationships with vulnerable families and to address their individual needs.</p> <p>CPD has addressed SEMH needs of all pupils including attachment, emotional literacy and mental health.</p> <p>Senior Mental Health Lead has completed ELSA training to support the emotional needs of all children and provide knowledgeable advised and strategies for class teachers and children</p> <p>Regular sessions for pupils with significant SEMH needs.</p> <p>Embedded emotional literacy approach through our school vision and values, acknowledging and breaking down barriers to effective learning.</p> <p>Whole school restorative approach to support children to reflect on their own behaviours.</p> <p>Emotional literacy, Friendship, Growth Mindset and drawing and Talking intervention to support individual and group's needs.</p> <p>Attendance Lead monitors and analyses attendance regularly and offers strategies to support pupils and their families to increase attendance.</p> <p>Senior Mental Health Lead and member of SLT are trained in The Nurture Programme and offer high-quality support to families.</p>	<p>Continue to signpost parents to workshops and training to develop community support from outreach teams and school staff.</p> <p>Introduce the Nurture Programme to the parent community.</p>	<p>SENDCo, SMHL</p> <p>SMHL and SLT member</p>	<p>Ongoing</p> <p>January 2026</p>
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Effective communication and access to information.	<p>Termly parent meetings with class teachers, with the opportunity to meet SENCo</p> <p>Half-termly newsletter with school and class updates. Available as a hard copy from the school office.</p> <p>Clear channel of contact through email, or phone.</p> <p>SEND offer and policies shared through the school website.</p> <p>Annual review meetings to review children's progress and family support.</p>	<p>Continue to support parents of children with SEND to apply for services and assessments appropriate to their own pathway.</p>	<p>SENDCo</p>	<p>Ongoing</p>
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Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be approved by the Full Governing Body.

Links with other policies

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

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