

Accessibility Plan for Wren's Nest Primary School September 2024-August 2027



1. Introduction

This Accessibility Plan has been developed in accordance with the **Equality Act 2010** and the **SEND Code of Practice (2015)**. It sets out how Wren's Nest Primary School will increase access for disabled pupils to:

- The curriculum
- The physical environment
- Information

Our previous Accessibility Plan was reviewed annually and is now complete. The current school building has been designed to meet accessibility requirements and supports an inclusive learning environment for all pupils. This plan outlines further improvements over the period **September 2024 – August 2027**.

Responsibility for the implementation of this plan lies with the **Headteacher, SENCO, Senior Leadership Team, and Governing Body (Finance & Premises Committee)**.

2. Increasing Access to the Curriculum

Statutory Context

The school recognises its duty to:

- Make **reasonable adjustments**
- Act in accordance with the **anticipatory duty**
- Avoid placing disabled pupils at a **substantial disadvantage**

Target: Ensure lessons provide opportunities for all pupils to achieve

Strategies:

- Continue differentiated planning and a range of teaching approaches.
- Ensure digital platforms meet **WCAG 2.2 accessibility standards**.
- Provide curriculum materials in alternative formats (e.g. large print, audio).
- Use iPads and interactive boards with accessibility features enabled.
- Plan proactively for pupils with sensory, physical or cognitive needs.
- Maintain regular SENCO/DHT/LM meetings.

Success Criteria:

- Pupils with SEND make expected or better progress.

- Lesson observations demonstrate inclusive practice.
- Accessibility audit completed annually.

Target: Ensure all pupils can participate in physical activities

Strategies:

- Provide PE kit support where appropriate.
- Implement reasonable adjustments (e.g. visual contrast, tactile markers).
- Ensure risk assessments consider accessibility.
- Provide specialist equipment (e.g. sound balls).
- Ensure swimming staff receive disability awareness training.

Success Criteria:

- Increased participation of pupils with SEND in PE.
- Evidence of adapted provision in PE planning.

Target: Ensure school visits are accessible to all

Strategies:

- Provide additional staffing and transport where required.
- Include accessibility sections within all risk assessments.
- Check venues in advance.
- Provide information in accessible formats.

Success Criteria:

- All pupils able to attend educational visits where appropriate.
- Positive parental feedback.

Target: Ensure behaviour and SEND policies meet the needs of all pupils

Strategies:

- Maintain multi-agency working, nurture provision, and Learning Mentor support.
- Ensure policies reflect Equality Act duties.
- Train staff on avoiding discrimination arising from disability.

Success Criteria:

- Reduction in behaviour incidents involving pupils with SEND.
- Policies reviewed annually and reflect current legislation.

3. Improving the Physical Environment

Statutory Context

The school will proactively address physical barriers in line with the Equality Act 2010.

Target: Ensure classrooms support pupils with hearing impairments

Strategies:

- Maintain sound-field systems and microphones.
- Provide appropriate TA support.
- Continue Makaton training.
- Ensure classrooms meet acoustic recommendations.
- Install visual alarms where required.

Success Criteria:

- Improved access to learning for hearing-impaired pupils.
- Staff confident in communication strategies.

Target: Ensure accessibility of emergency procedures

Strategies:

- Maintain emergency lighting and lift servicing.
- Provide Evac-Chair access.
- Develop Personal Emergency Evacuation Plans (PEEPs).
- Adapt evacuation procedures for sensory needs.

Success Criteria:

- All pupils can evacuate safely.
- PEEPs implemented where required.

4. Improving Access to Information

Statutory Context

In line with the **Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations 2018**, the school ensures information is accessible.

Target: Provide information that is accessible and easy to understand

Strategies:

- Maintain clear communication via website, Parent Hub and letters.

- Support families with form completion.
- Provide alternative formats (audio, large print, Easy Read).
- Use accessible translation tools.
- Ensure website meets WCAG 2.2 AA standards.
- Conduct annual accessibility audits.

Success Criteria:

- Increased engagement from parents.
- Website compliance maintained.

5. Monitoring and Review of Reasonable Adjustments

Target: Ensure reasonable adjustments are effective

Strategies:

- Maintain a central record of adjustments.
- Review termly with SENCO, staff and parents.
- Evaluate using pupil voice and data.

Success Criteria:

- Evidence that adjustments reduce disadvantage.
- Adjustments updated promptly.

6. Anticipatory Duty Planning

Target: Ensure the school anticipates future needs

Strategies:

- Annual accessibility audit.
- Transition planning for new pupils.
- Ongoing staff training linked to current guidance.

Success Criteria:

- Barriers removed proactively.
- Evidence recorded in planning documents.

7. Admissions, Exclusions and Inclusion

The school ensures that disabled pupils are not disadvantaged in relation to:

- Admissions (see Admissions Policy)
- Behaviour and exclusions (see Behaviour Policy)

All procedures comply with the Equality Act 2010.

8. Review Arrangements

- Annual review by the **Finance & Premises Committee**
- Full review every three years
- **Next formal review: September 2027**

9. Linked Policies

- SEND Policy
- Behaviour Policy
- Admissions Policy
- Equality Policy

This plan will be published on the school website and made available in accessible formats upon request.