

Accessibility Plan

September 2024 - August 2027

Document to be read in conjunction with other key school policies

WREN'S NEST PRIMARY SCHOOL

Key Policy 2026-2027



Accessibility Plan for Wren's Nest Primary School

Wren's Nest Primary School is committed to providing an inclusive learning environment for all pupils. This Accessibility Plan is reviewed annually and formally rewritten every three years. This updated version reflects statutory guidance up to September 2026 and replaces the previous 2021–2024 plan.

1) Increasing Access to the Curriculum

Statutory Requirements (Updated to 2026)

The Equality Act 2010 (as updated through 2023–2026 guidance) requires schools to:

- Meet the anticipatory duty by planning ahead for disabled pupils.*
- Make reasonable adjustments across curriculum, physical environment, and information.*
- Prevent substantial disadvantage for pupils with disabilities.*
- Ensure staff understand updated definitions relating to sex, gender reassignment, and disability (2023–2024 updates).*
- Ensure digital and remote learning meets WCAG 2.2 AA accessibility standards (2024–2026 expectation).*

Updated Targets & Strategies

Target: Ensure lessons provide opportunities for all pupils to achieve

Updated strategies:

- Continue differentiated planning and varied learning styles.
- Ensure digital learning platforms meet WCAG 2.2 AA accessibility standards.
- Provide curriculum materials in alternative formats (large print, coloured overlays, audio, simplified text).
- Maintain use of interactive whiteboards/iPads with accessibility settings enabled.
- Ensure anticipatory planning for pupils with sensory, physical, or cognitive needs.
- Maintain regular SENCO/DHT/LM meetings and ensure Learning Mentor role remains linked to SEND.
- Ensure curriculum sequencing considers cognitive load and accessibility for neurodiverse pupils.

New additions (2026):

- Annual curriculum accessibility audit.
- Staff training on updated Equality Act definitions (2023–2024).
- Introduce accessibility checks for new curriculum resources before adoption.
- Ensure any AI-supported learning tools used in school meet accessibility standards and do not disadvantage SEND pupils.

Target: Ensure all pupils take part in physical activities

Updated strategies:

- Continue providing PE kits and swimming kits.
- Ensure reasonable adjustments for sensory impairments (tactile markers, visual contrast).
- Ensure risk assessments consider substantial disadvantage and anticipatory duty.

New additions (2026):

- Provide accessible PE equipment (sound balls, high-contrast balls, adapted bats).
- Ensure swimming instructors have disability awareness training.
- Introduce sensory-friendly PE warm-ups for pupils with ASD/ADHD.
- Ensure sports festivals and enrichment events include adapted activities.

Target: Ensure school visits are accessible to all

Updated strategies:

- Continue additional staffing and transport arrangements.
- Ensure all visit risk assessments include a specific accessibility section (already present but now required to reference anticipatory duty).
- Ensure venues are checked for accessibility in advance.

New additions:

- Provide accessible visit information to parents in multiple formats.
- Ensure reasonable adjustments include sensory-friendly adaptations where needed.

Target: Ensure behaviour & SEND policies meet needs of all individuals

Updated strategies:

- Maintain multi-agency approaches, nurture groups, Mainstream Plus, and Learning Mentors.
- Ensure behaviour policy reflects updated Equality Act definitions (2023–2024).

New additions:

- Add explicit reference to avoiding discrimination arising from disability (Equality Act requirement).
- Ensure staff training includes updated 2024 guidance on reasonable adjustments and sensory impairment support.

2) Improving the Physical Environment

Updated statutory requirements

- *Schools must plan for physical features that may disadvantage disabled pupils.*
- *Adjustments must be anticipatory, not reactive.*

Updated Targets & Strategies

Target: Ensure classrooms support hearing impaired pupils

Updated strategies:

- Continue sound-field systems and hall microphone upgrades.
- Maintain 1:1 TA support for profoundly hearing-impaired pupils.
- Continue Makaton training.

New additions:

- Ensure all classrooms meet acoustic standards (as recommended in sensory impairment guidance).
- Ensure visual alarms are available for hearing-impaired pupils.

Target: Ensure lifts/emergency lighting are maintained

Updated strategies:

- Continue emergency lighting testing and lift maintenance.
- Maintain Evac-Chair provision.

New additions:

- Add personal emergency evacuation plans (PEEPs) for all pupils/staff with mobility or sensory needs (required under anticipatory duty).
- Ensure evacuation procedures consider sensory impairments (e.g., tactile maps, visual alerts).

3) Improving the Provision of Information

Updated statutory requirements

- *Schools must provide information in accessible formats and ensure parents can understand communications.*
- *The duty includes auxiliary aids and services (e.g., translation, large print, audio).*

Updated Targets & Strategies

Target: Provide information that is accessible and easily understood

Updated strategies:

- Continue plain-language communication, website updates, Parent Hub, HT videos.
- Continue office support for form completion and EAL families.

New additions:

- Ensure website meets WCAG 2.2 AA accessibility standards (2024 expectation).
- Provide alternative formats on request (audio, large print, Easy Read).
- Ensure any translation tools meet accessibility requirements.
- Add annual information accessibility audit.

4) Monitoring & Review of Reasonable Adjustments

The 2024 guidance requires schools to show how they monitor the impact of adjustments.

Target: Ensure reasonable adjustments are effective and regularly reviewed

Strategies:

- Maintain a central log of reasonable adjustments.
- Review adjustments termly with SENCO, class teachers, and parents as appropriate and incorporate in RAP meetings.
- Evaluate impact using pupil voice, parent feedback, and progress data.

Success criteria:

- Evidence that adjustments reduce disadvantage.
- Adjustments updated promptly when needs change.

5) Anticipatory Duty Planning

Target: Ensure the school anticipates future needs

Strategies:

- Annual accessibility audit of curriculum, environment, and information.
- Forward planning for pupils with known needs joining the school.
- Staff training updated annually to reflect new guidance.

Success criteria:

- Barriers identified and removed before pupils encounter them.
- Evidence of proactive planning in meeting minutes and audits.

6) Review Arrangements

The plan should be reviewed:

- Annual review by Resources Committee.
- Formal review every three years (DfE expectation).
- Next formal review: September 2027.

7) Summary of Key Policies Linked to the Accessibility Plan

The Accessibility Plan should be read in conjunction with the school's core inclusion, curriculum, safety, and communication policies. Together, these policies ensure that Wren's Nest Primary School meets its statutory duties

under the Equality Act 2010, supports pupils with SEND, and removes barriers to learning.

Key linked policies:

- SEND Policy – outlines provision, reasonable adjustments, and the graduated response.
- Equality, Diversity & Inclusion Policy – sets out the school's legal duties to prevent discrimination and promote equality.
- Behaviour Policy – ensures behaviour systems are fair, accessible, and adjusted for pupils with SEND.
- Anti-Bullying Policy – includes protections for pupils with disabilities and additional needs.
- Safeguarding & Child Protection Policy – ensures safeguarding processes are accessible to all pupils and families.
- Supporting Pupils with Medical Conditions Policy – details adjustments for pupils with health needs.
- Teaching & Learning and Curriculum Policies – ensure curriculum access, differentiation, and adaptive teaching.
- Assessment Policy – covers access arrangements and alternative formats.
- Health & Safety and Premises Policies – relate to physical accessibility, emergency procedures, and site management.
- Risk Assessment Policy – includes accessibility considerations for trips, activities, and the school environment.
- Fire Safety & Evacuation Policy (including PEEPs) – ensures safe evacuation for pupils and staff with disabilities.
- Attendance Policy – ensures communication and expectations are accessible and adjusted where needed.
- Communication / Website Accessibility Policy – ensures information is available in accessible formats and meets WCAG 2.2 AA standards.
- Complaints Policy – ensures parents can raise concerns through accessible routes.