WORTHAM PRIMARY SCHOOL

Together We Achieve

Accessibility Plan 2026-2029

Wortham Primary School has been described as having a 'welcoming and delightfully happy environment in which pupils thrive and want to do their best.' We want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own 'learning adventure'. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

Purpose of Plan

This plan shows how Wortham Primary School intends, over time, to increase the accessibility of our school for pupils, staff, parents/carers and visitors with a disability.

Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day to-day activities.

Areas of planning responsibilities

- Increasing access for pupils with a disability to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe

Contextual Information

Wortham Primary School is a Victorian single storey building which houses four main classrooms and a small intervention room. A 1990s extension project created a school hall that is used for PE teaching and lunchtimes. A wheelchair ramp allows access to the hall via the main school building. A Disabled toilet is available near the front entrance to the school building which also includes the main reception office and the Head teacher's office. All access to the school house is via a wheelchair ramp at the front entrance. At present we have no wheelchair dependent pupils, parents or members of staff.

Current Range of known disabilities

The school has children with a range of disabilities including moderate and specific learning disabilities. We currently have one child who is deaf and wears hearing aids and has access to a transmitter and mic.

Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

Target	Strategies	Time scale	Responsibility	Success Criteria
Increase Confidence of all staff in differentiating the curriculum.	Be aware of staff training needs on curriculum access Assign CPD for dyslexia, differentiation and recording methods Online learning modules if required	On-going and as required	SENCO/ Head teacher	Raised staff confidence in strategies for differentiation and increased pupil participation
Increased awareness of wellbeing strategies and signs of decreased wellbeing in pupils and adults	Staff training, including wellbeing sessions. Standing item on every staff meeting. Wellbeing drop ins available for all staff. CPD bespoke to current relevant needs of pupils (Trauma training)	On-going and as required	SENDCO/ Head of School/ Executive Headteacher	Raised staff confidence in strategies used to notice wellbeing concerns and how/where to signpost.
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs Staff access appropriate CPD Online learning modules if required	As required	SENCO/ Head teacher	Raised confidence of support staff

Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies involved with child	As required	SENCO/ Head teacher	All staff aware of individuals needs
Use ICT software to support learning	Make sure software installed where needed	As required	ICT	Wider use of SEND resources in classrooms
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is	As required	Head teacher/Staff	All pupils in school able to access all educational visits
	vetted for appropriateness			and take part in a range of activities
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports Seek disabled sports people to come into school	As required	PE subject leader	All to have access to PE and be able to excel

Improving access to the physical environment of the school

Wortham Primary School is continuing to grow and develop – a new extension has been added to our EYFS classroom to facilitate an extra cloakroom and two additional toilets. We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Timescale	Responsibility	Success Criteria
The school is aware of the access needs of pupils, staff, governors, parent/carers and visitors with a disability.	To create access plans for individual disabled pupils as part of the IEP/Pupil passport process when required Be aware of staff, governors and parents access needs and meet as appropriate Through questions and discussions find out the access needs of parents/carers through newsletter Consider access needs during recruitment process Ensure staff aware of Environment Access Standard	As required Induction and on going if required Annually Recruitment process	Senco Heads Heads Heads	IEPs/Pupil passports in place for disabled pupils and all staff aware of pupils needs All staff and governors feel confident their needs are met Parents have full access to all school activities Access issues do not influence recruitment and retention issues
Layout of school to allow access for all pupils to all areas	Improve access to reception area during any re-design Develop system to allow entry for wheel chair users	Consider in any new development	Gov/HT/Site manager	Disabled parents/carers/ visitors feel welcome
Improve signage and external access for visually impaired people	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties Develop a system to ensure all staff are aware of their responsibilities	As required Each Sept	Heads/SENCO	All pupils and staff with a disability working alongside are safe in the event of a fire
Ensure hearing equipment in classrooms to support hearing impaired	Seek support from LA hearing impaired unit on the appropriate equipment	Ongoing	Heads	All children have access to the equipment
All fire escape routes are suitable for all	Make sure all areas of school can have wheelchair access	On-going and as required and as appropriate	Heads	All fire escape routes are accessible and known to all staff/pupils/visitors and Governors.

Improving the delivery of written information to pupils with a disability.

This will include planning to make written information that is normally provided by the school to its pupils available to pupils with a disability. Examples might include hand-outs, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe. In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Target	Strategies	Timescale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print School office will support and help parents to access information and complete school forms Ensure website and all document accessible via the school website can be accessed by the visually impaired.	During induction On-going Current	Staff/Support staff School Office Website design team	All parents receive information in a form that they can access All parents understand what are the headlines of the school information
Improve the delivery of information in writing in an appropriate	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	School staff/ Office	Excellent communication
format				
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	On-going	Heads/ SENCO	Staff produce their own information
Annual review information to be as accessible as possible	Develop child friendly IEP/Pupil passport review formats	On-going	Senco	Staff more aware of pupils preferred method of communications
Languages other than English to be visible in school	Some welcome signs to be multi-lingual	End of 2016	Heads	Confidence of parents to access their child's education

Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	Ensure website is fully compliant with requirement for access by person with visual impairment.	End of 2016	All staff	All can access information about the school

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