



South Wingfield

PRIMARY SCHOOL

Accessibility Plan

2025-2026

Appendix to the Equality Policy



Name	Job Title	Date
Authored by:- M Kealy	SENDco	October 2019
Approved by:- F O'Hara	Head Teacher	October 2019
Approved by: M Kealy	SENDCO	October 2022
Approved by: M Kealy	SENDCO & Headteacher	March 2025

Change History

Version	Date	Reason	Name
Version 2	October 2019	Update every 3 years	F O'Hara
Version 3	October 2022	Update every 3 years	N Hunt/M Kealy
Version 4	March 2025	Updated every 3 years	M Kealy

The Purpose of this Plan

This plan shows how South Wingfield Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

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.

Contextual Information

South Wingfield Primary School maintains an important role in the community of South Wingfield.

The school is mostly one level with the ground floor having: five classrooms, staff room, After School Club, a library, sensory room and intervention rooms upstairs.

At present we have no children or staff who use a wheelchair.

Current Range of known disabilities

The school has children with a range of disabilities which include moderate and specific learning disabilities. We currently have no pupils or parents with a hearing impairment or visual impairment.

We have a few children who have asthma and all staff are aware of these children, inhalers are kept in the classrooms and a record of use is noted.

Some children have allergies or food intolerances/cultural food choices and the catering staff and teaching staff are also aware. Two child has a nut allergy and an epi pen is kept in their classroom.

All medical information is collated and available to staff in the office and in the register folder/Integris so supply staff know.

All teaching staff and teaching assistants are competent First Aiders, who hold current Paediatric First Aid certificates.

, Teaching staff do administer **prescription** medicines only, parents are responsible for signing the appropriate forms and giving and collecting the medicine from the school office.

For children who have diabetes only the members of staff who have received training from healthcare professionals are able to support the child as per their health care plan.

Areas of planning responsibilities

1. Increasing access for disabled pupils 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)
2. Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
3. 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

1. 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, staff appraisal 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 mostly mixed ability (with some setting where appropriate), 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
To meet the needs of pupils during statutory end of KS1 and KS2 tests.	Children will be assessed in-line with normal classroom practice and additional time, use of equipment will be applied for as needed.	Review d annually in line with STA requirements	CF/SP/MK/HT	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.

For staff and to use basic BSL children .	For adults and children to be able to use BSL to communicate with children who have a hearing impairment.	Sign of the week,	All staff.	To ensure that all children have a means of communication.
Ensure all school trips are accessible to all	Offer guidance and support for staff on making trips accessible where applicable	Ongoing	HT/SEN CO/CI ass teacher	All children in school able to access all school trips and take part in range of activities.

2 Improving access to the physical environment of the school

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known. We have a wide range of equipment and resources available for

everyday use and this is constantly reviewed and checked for problems. The School Improvement Plan reviews this provision on an annual basis.

Target	Strategies	Time-scale	Responsibility	Success Criteria
For equipment to be purchased and installed to support deaf children.	Liaison with the hearing support service.	Summer 2 2025	HT	To ensure that the environment is suitable for deaf children and parents.

3 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. Examples might include handouts, 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 as part of their Early Offer strategy and make the provision available as required.

Target	Strategies	Time-scale	Responsibility	Success Criteria
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Review information to parents/carers to ensure it is accessible	Provide information & letters in clear print in 'simple' English. School office will support & help parents to access information & complete school forms.	During induction On-going	School office/ class teachers/HT	All parents receive information in a form that they can access. All parents understand what are the headlines of the school information,
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Languages other than English to be visible in school.	Some welcome signs to be multi-lingual	Ongoing	HT/language coordinator	A range of cultures shared with children and parents to ensure inclusion is evidenced
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