



South Wingfield

PRIMARY SCHOOL

Accessibility Plan

2026-2030

Introduction

This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period. This accessibility plan ensures that we continue to improve all aspects of the physical environment of the school site, the curriculum and written information so that all students with a disability can take full advantage of the education and associated opportunities provided by South Wingfield Primary School.

Definition (Equality Act 2010) "A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities"

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA 'substantial' means 'more than minor or trivial'. 'Long-term' means has lasted or is likely to last more than 12 months. The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis. A significant number of pupils are therefore included in the definition.

Normal day-to-day activity

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing or eyesight
- memory or ability to concentrate, learn or understand
- perception of risk of physical danger.

The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the four year period ahead of the next review date. This plan reflects new statutory requirements for the setting of Equality Objectives.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We are committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to reinforcing our culture of inclusion, support and awareness within the school.

The South Wingfield Primary School Accessibility Plan shows how access is to be improved for students with disabilities, staff and visitors to the school in a given timeframe and

anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan will contain relevant and timely actions to:

Increase access to the curriculum for students with a disability, ensuring that students with a disability are as equally prepared for life as are our students who do not have a disability; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or auxiliary aids and equipment, which may assist these students in accessing the curriculum.

Improve access to the physical environment of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe. Improve the delivery of written information to students, staff, parents and visitors with disabilities; examples might include hand-outs, visual timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Ensure ability for children to hear appropriately within lessons.	Appropriate hearing systems in place for individual children	Ongoing depends on specific needs of children.	Head Teacher. SENCo Hearing Impairment	Relevant systems fitted and in use.
Raise staff and student awareness of disabilities issues.	School to seek advice from experts. Consider needs of specific pupils, both for school and off-site activities. Promote disability equality via <ul style="list-style-type: none"> • Staff meetings. • Lessons • Assemblies • Celebrating difference. 	Ongoing Disability awareness assemblies to start Spring 1 then ongoing throughout the year Celebrations of days e.g. odd socks day	ISAT SENDCO CF – responsible for assemblies	Teachers and LSAs aware of issues. Detailed information and support available and passed on by staff. Increased whole school awareness of disability issues
Ensure that all school trips & residential visits are accessible for pupils with learning or physical disabilities.	EVOLVE Form, risk assessments and event specific notes.	On going	Head teacher Class teachers completing risk assessments	School trips & residential visits are
Strive to ensure curriculum is fully accessible to pupils with any type of difficulty or disability.	Consider alternative communication systems. Consider the way in which information is presented to pupils. Consider ways in which pupils can communicate their ideas.	On going	All Staff. Subject leaders. Advisors for sensory impairments. Subject advisors.	Curriculum is fully accessible for all pupils.
For the main entrance to have wheelchair access.	For a portable ramp to be purchased and used. To ensure that both sets of doors can be opened fully.	Summer term 2026 Maintenance ongoing	Head teacher SENDCO	To have full wheelchair access to the front of school.