Wolston St Margaret's C of E Primary School

LEARNING, BELIEVING AND ACHIEVING TOGETHER TO

'LET YOUR LIGHT SHINE'

Matthew 5:16

Accessibility Plan 2026 -2029

Our Christian vision shapes all that we do: Learning, Believing, and Achieving together to "Let your Light Shine" *(Matthew 5-16)*

Guided by our Christian values of **Honesty, Love, Courage and Community**, we encourage all to flourish. Like a lamp set high to light its surroundings, everyone – whether timid or outgoing – is called to share their light for all to see. Our vision welcomes children and adults of all faiths and none, inspiring them to live, grow, and learn together, showing the world their unique light.

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Introduction

At Wolston St Margaret's C of E Primary School our aims statement reflects our commitment to a school where everyone is respected and valued. Children are provided with high quality learning opportunities so they may attain and achieve to the best of their ability. We promote an ethos of inclusivity, care and trust where every member of our Wolston St Margaret's family feels that they truly belong and are appreciated for their unique qualities. We aim to recognise everyone's learning capacities, their interests and their character, and we know that children all learn and achieve in different ways. We are committed to maintaining a culture of high expectations, positivity and support so everyone can feel they have achieved. We are a safe school, committed to safeguarding, emotional wellbeing, and improving children's confidence and self-esteem.

Legal Background

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

The following Accessibility Plan covers pupils, staff, parents and users of the school.

Contextual Information

The school is a single story building with the first part built in the 1960s and several extensions since. The main building entrance at reception has level access. The entrance to all classrooms also have level access. The entrance to Brookside Dragons, our breakfast and after school club, has 3 concrete steps. The school corridors are a minimum of 1.2 m wide. Internal doors can be held open. There is a disabled toilet in the main building, which meets the requirements of current staff/pupils. Internal signage meets BS. The fire alarm is a ringing bell and automatic fire detection system with call points are located at appropriate places around the building (i.e. all exit points). Visitors to the school are

normally accompanied if they do not attend regularly and the member of staff accompanying the visitor is responsible to ensure they leave the building or access a refuge area to await evacuation. A Personal Evacuation Plan should be completed for all pupils, staff and visitors who require one and the findings communicated.

Wolston St Margaret's C of E Primary School Accessibility Action Plan 2026-29

IMPROVING ACCESS TO THE CURRICULUM To ensure that children at Wolston St Margaret's with disabilities are able to fully access effective teaching and a rich variety of learning experiences that enable them to engage with learning, achieve well and make good progress						
Target	**Actions to Achieve Success**	**Timescale**	**Resources**	**Led By**	**Monitored By**	**Evidenced By**
Continue to develop consistently inclusive, quality-first teaching throughout the school	➢ Through pupil progress meetings and 1:1 SEND surgeries, develop teachers' skills in differentiating and personalising the curriculum for pupils with additional needs, and build their understanding of why this is necessary	Dec, Apr and June ongoing in-year	SENDCO and staff release time Materials as needed for each child	SENDCO SLT Specialist staff	SENDCO SLT SEND governors	Termly data Planning documents Lesson observations and drop-ins
Continue to improve teachers' knowledge of universal provision and appropriate in-class support to help children succeed	➢ Staff meetings and 1:1 support for teachers that focus on successful strategies to engage children in learning and ensure they can access lessons	Ongoing in each year	Staff meeting time SENDCO planning time	SENDCO, SLT and specialist staff	SENDCO SLT SEND governors	Teachers' planning Lesson observations All About Me documents CPOMS Behaviour tracking and Think Sheets
Improve staff knowledge of interventions and how they should be used to help children succeed	➢ Key workshops throughout the year for staff to attend which focus on specific interventions and approaches and enable teaching assistants to deliver these interventions with confidence	Ongoing in each year	Release time for TAs to attend training sessions and SENDCO to lead	SENDCO and specialist staff	SENDCO SLT SEND Governors	Intervention records Intervention observations Ongoing assessments

Target	Actions to Achieve Success	Timescale	Resources	Led By	Monitored By	Evidenced By
Embed the use of EPATT to support children's learning.	➢ Training for Tas on delivery of EPATT	ongoing	Staff library of resources	SENDCO	SLT Governor Monitoring activities	Teachers' intervention planning/provision maps SEND intervention folders Pupil interviews
Develop staff skills and awareness of using a shared language of learning using vocabulary progression across the curriculum	➢ Ensure that staff are using our language progressions documents and share approaches at staff meetings and TA meetings.	Sept 2026 ongoing	Curriculum schemes	Subject Leads SLT	Subject Leads SLT	Monitoring feedback
Continue to embed the theories and practices of being an 'attachment aware/ trauma friendly' school	➢ Ensure staff training continues to reflect diverse needs of children and anticipatory duties. ➢ Focus in on supporting challenging behaviour ➢ Training for key staff on the impact of trauma and attachment issues	Sept 2026 and ongoing	Training as required	Headteacher SENDCO	SLT SEND Governors	Policy for Relationships and Behaviour Records of Behaviour Management Tracking of individual vulnerable pupils Staff audit and feedback
Develop as 'communication friendly school'	➢ Training for key staff on SALT and whole school processes ➢ Development of TA SALT 'specialists'	Spring Term 2027 and ongoing	Training costs as needed	SENDCO	Headteacher SEND Governors	Pupil Progress Data All About Me documents
Introduce and embed a whole-school approach to developing oracy, to support all children but particularly those with S & L challenges and learning needs.	➢ Training for all staff on oracy, the theories behind improving and increasing opportunities for oracy and school-wide routines and expectations for developing oracy in the classroom.	Sept 2026 and ongoing	Training costs as needed	Curriculum Lead English Lead SENDCO	Headteacher Governors	Planning
Ensure appropriate use of specialised equipment to meet individual needs	➢ SENDCO and class teachers to meet with relevant professionals to discuss key resources and appropriate use.	Ongoing through 2026-	Resourcing costs	Headteacher SENDCO 1:1 support		

	Adjustments which may need to be made to meet individual pupil need, and resources purchased to address these needs in line with EHCPs.	2029		staff		
Target	**Actions to Achieve Success**	**Timescale**	**Resources**	**Led By**	**Monitored By**	**Evidenced By**
Ensure all staff are confident in their understanding of how to meet the needs of all learners, and that they are equipped with appropriate strategies to support those with additional needs.	➢ Complete training for all newly appointed staff to understand the requirements of the code of practice and how this impacts on them; ➢ Develop an ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties. Focus in 2025/26 on PDA, ASC, attachment and medical needs associated with children in school; ➢ Build a bank of ideas and resources for working with children with additional needs, and share approaches at staff meetings.	Ongoing	SENDCO release time for planning Staff meeting time	SENDC0 SENDCO and SLT Outside agencies as required All staff	Headteacher and SEND governors SEND governors through termly reports Headteacher – evidenced in lesson observations, planning & books	
Ensure that all classrooms are well organised to promote the participation and independence of all learners	➢ Complete an audit of the school building and resources to evaluate whether Wolston St Margaret's is 'disability friendly'. Where necessary and possible, put in measures to support children with additional needs (see also Single Equality Scheme) ➢ Carry out lesson observations which will ensure learning is planned to meet the needs of all pupils in the class; ➢ Respond to changing needs of children joining the school,	Audit in Sept 2026 and annually Spring Term and ongoing	SENDCOs and Headteacher time Caretaker time, and associated maintenance costs Possible changes to the site to meet children's needs (e.g. developing	Headteacher and SLT Caretaker Headteacher & SENDC0s Caretaker Governors	SEND and Health And Safety Governors Ongoing monitoring and evaluation SEF details SEND Reports	Headteacher Report recommendations Minutes of governor meetings Health and Safety reports termly to governors Lesson observation and monitoring notes Individual plans (manual handling, PEEPs etc.)

	ensuring new intakes and in-year transfers are evaluated for potential needs and, where these are identified, draw up relevant personal plans & risk assessments		The Nest at Dragons)			
Target	**Actions to Achieve Success**	**Timescale**	**Resources**	**Led By**	**Monitored By**	**Evidenced By**
Create effective learning environments and rich experiences for all learners, drawing on feedback from pupil groups.	➢ Ensure there is high quality Universal Provision (Quality First Teaching) in all planning and that teachers understand their responsibilities in securing the best outcomes for children with SEND ➢ Ensure all classrooms and resources are organised in accordance with pupil need and that, where possible and appropriate, they can be accessed independently; ➢ Seek issues and feedback from pupils in periodic interviews and consultations to gather their views; ➢ Carry out termly curriculum reviews, to ensure the curriculum is fit for purpose and meets pupil needs.	Planning reviewed termly and ongoing Ongoing Spring Term annually Termly	Staff meeting time SENDCO SLT SLT release time SLT and staff meeting time	Headteacher and SLT All staff SLT and all staff	Headteacher through lesson observations and sampling lesson planning SENDCO through provision mapping Headteacher and SLT Governing Body (Teaching and Learning)	Plans (long and short term) Timetables Learning outcomes for children Satisfactory provision seen by Health and Safety Governors and by SEND governor group Analysis of outcomes Plans and regular practice reflecting expectations as monitored by Learning Leaders Curriculum (on website) is of depth and quality, is enriched through unique experiences and is appropriate to meet the needs of all children
Ensure support staff have specific training on disability issues	➢ Embed Moves Training for pupils with dyspraxia and physical needs, and establish with further trained staff to deliver programme; ➢ Identify further training needs at	Ongoing from 2026-2029	TA release time with SENDCO SENDCO time	SENDCO SENDCO and Headteacher	Headteacher SENDCO SENDCO to	EHCP reviews, with regular meetings (and notes or minutes thereof) demonstrate that

	regular meetings and plan sessions to address any areas of concern where TAs feel they are less confident to work with specific children.		and staff release time for training		report to Governor SEND group termly	provision is effective and meets the needs of the children
Target	**Actions to Achieve Success**	**Timescale**	**Resources**	**Led By**	**Monitored By**	**Evidenced By**
Ensure all school visits and trips are accessible to all pupils with reasonable adjustments made when needed	➢ Teachers to ensure venues and means of transport are vetted for suitability and complete a full risk assessment before the visit is allowed to take place; ➢ SENDCO to work with EVC (Deputy Headteacher) to develop guidance on making trips & visits accessible and making reasonable adjustments both generally and on a case by case basis	Ongoing	EVC time Teacher time to plan visit/trip Release time	EVC but completed by all staff SENDC0, Headteacher and DHT	Educational visits Co-ordinator	Full Risk Assessments on file Feedback from visits General guidance notes completed and proforma of expectations/checklist in place
Ensure children with additional needs or disabilities can take part equally in lunchtime and extra-curricular activities including Opal play	➢ Lead teachers/ administrative staff to provide information for SENDCO to audit participation in extra-curricular activities and identify any barriers; ➢ Ensure independent club providers are able to offer opportunities to all children; ➢ Ensure school activities are accessible to all students and that, where there may be barriers, we work with families and external professionals to adapt and adjust provision;	Autumn 2026 and annually	Release time for P.E. Lead Sports TA training costs	P.E. Lead as part of review of Sports Premium, including extra-curricular provision Headteacher and SENCO	Headteacher and Governing Body through termly reports Governors (Subject to funding availability)	Sports Premium Reports produced annually Timetabling and planning of all teachers shows appropriate provision Assessments and evaluations of progress in P.E. Feedback from parents
Ensure IT facilities and resources are appropriate for pupils with disabilities, including investigating how AI can support our learners.	➢ Review accessibility of hardware (including laptops, PCs, Pads and IWBs, as well as specific hardware, using specialists to advise as necessary e.g. VI Team;	Ongoing	Time from ICTDS and specialist support teams as needed	Headteacher IT Lead and Finance Officer	Governor	Computing Subject Leads Finance reports termly

Target	Actions to Achieve Success	Timescale	Resources	Led By	Monitored By	Evidenced By
To ensure that there are consistent and effective systems for securing excellent outcomes for pupils with disabilities	➢ Staff undertake training (and refresher training) in the production, implementation and review of IEP's and monitoring systems, and in ensuring that Pupil Premium support documents are completed termly; ➢ Further develop assessment system on Insight for tracking the most vulnerable learners, including those with SEND; ➢ Monitor outcomes for children with SEND to ensure they attain well and make progress that is at least as good as their peers	Autumn 2026 and ongoing	SENDCO planning time and time for staff meeting and TA sessions Headteacher time and staff meeting time	SENDCOs All staff Headteacher Headteacher	SEND Governors Data Monitoring Group Data Monitoring Group	Effective documentation for children scrutinised by SENDCO, Headteacher and Senior Leaders IEP / Pupil Premium Plans and documentation in place and regularly reviewed Assessment and analysis of data shows children with special needs and disabilities are making appropriate progress and attaining in accordance with their targets

IMPROVING PHYSICAL ACCESS

To ensure that, where possible, school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.

Target	Actions to Achieve Success	Timescale	Resources	Led By	Monitored By	Evidenced By
To be aware of the access needs of disabled children, staff, governors and parents & carers	➢ Audit the needs of pupils, staff and visitors with physical difficulties and sensory impairments ➢ Consider needs when planning and undertaking future improvements of the site and premises	Ongoing	Capital funding Additional facilities in response to each cohort	Headteacher Governors	SBM Governing Body LA Finance Officer & DBE	Physical environment reflecting the needs of the children especially when identified in EHCPs
Ensure that, on a day to day basis, the building is safe, orderly and accessible for those with physical difficulties	➢ Ensure classrooms and corridors are unobstructed, floors are clear and that trip hazards and risks are eliminated for all users of the building but especially those with physical difficulties; ➢ Ensure there is full access to Fire Exits in the event of emergency;	Ongoing, with caretaker working to appropriate timescales for emergency	Materials needed by caretaker to ensure site is kept safe and meets the needs of adults and	Caretaker (all identified actions) All staff	Headteacher Health and Safety Governor	Visual checks on physical environment Annual Autumn audits by Local Authority: Fire Safety, Security of People & Premises, Health and Safety

	➢ Ensure that emergency lighting testing is completed weekly; ➢ Carry out daily checks to ensure the grounds are clear of obstructions and that there are no potential areas where disabled users cannot access the site (e.g. wet leaves as a slip hazard, poor lighting etc).	checks etc	children			Headteacher Termly Reports to Governors Caretaker records
To further improve site access to meet diverse needs of pupils, staff, parents, visitors and community users.	➢ Repaint edges of steps with fluorescent paint to assist those with visual impairments as required ; ➢ Regularly replace broken blinds in classrooms so that glare is eliminated to support those with VI; ➢ Utilise The Nest at Dragons as a space for children with additional needs	Autumn Term Annually	Caretaker time Paint for steps Longer term costs subject to funding	Headteacher Caretaker Finance Officer	SEND Governors Health and Safety Governor	Visual checks on physical environment Health and Safety Governor checks
Target	**Actions to Achieve Success**	**Timescale**	**Resources**	**Led By**	**Monitored By**	**Evidenced By**
Ensure all disabled people can be safely evacuated in the event of an emergency	➢ Ensure there is a Personal Emergency Evacuation Plan for all disabled pupils and staff; ➢ Provide appropriate supervision and support for disabled children who would need help in the event of an evacuation; ➢ Ensure disabled people in wheelchairs can be evacuated quickly and easily and that their evacuation does not jeopardise the safety of others	Review Autumn annually Ongoing as need arises	Time	Headteacher and SENDCO Office staff to liaise with visitors Headteacher First Aiders	Head teacher SENDCO Governors Health and Safety Governor	PEEPs in place and regularly reviewed (see office noticeboard) Staff trained to support children according to their needs

Ensure the school complies with Fire Safety regulations	➢ Ensure there are enough fire exits around school that are suitable for people with a disability and that they are clearly signed; ➢ Ensure staff are aware of the need to keep fire exits clear; ➢ Carry out regular Fire Drills, evaluating needs and issues arising ➢ Ensure that all are aware of the padlock codes for evacuation	Ongoing Ongoing Termly	Staff training	Headteacher All staff Headteacher	Headteacher and Health and Safety Governors	Fire Safety Inspection September 2026 and subsequent report show actions to be undertaken
Ensure visual (and hearing) environment in classrooms is regularly monitored to assist VI 9and HI) children	➢ Professional agencies to advise on necessary adaptations needed to make the environment suitable for children with additional needs; ➢ Ensure children with hearing problems are seated appropriately and that staff understand their needs, providing training should need arise e.g. cochlear implant awareness, hearing aid usage	Arranged as needed	Agencies should provide free advice IDS staff to support Meetings arranged through SLS with IDS	Class Teachers Key Stage leaders SENDCO	Headteacher Governors	Physical environment well maintained and ft for purpose EHCP requirements demonstrably met (reviewed by SENDCO)

IMPROVING COMMUNICATION AND THE DELIVERY OF INFORMATION

Target	Actions to Achieve Success	Timescale	Resources	Led By	Monitored By	Evidenced By
Begin to explore the potential use of AI to create suitable resources to meet learning needs across the school, including social stories	➢ Identified staff to trial different options and report back ➢ Devise a progression of activities to support staff in utilising AI to support creating adapted lessons, reading materials and more individualised learning opportunities.	Ongoing	AI resources – tbc Shared experiences at staff meetings AI Local forums	Deputy Head	Headteacher Computing Leads DH Resources Committee	Examples of uses of AI
children are able to access materials to support their learning	➢ Provide appropriate visual stress relief packs for children with identified need; ➢ Ensure teachers plan for children with	Ongoing Review to meet changing needs	Resources as needed – Coloured overlays and coloured paper	Learning Support Assistants All staff	SENDCO Governors Headteacher	Attainment and progress of children with additional needs

	visual stress issues and are aware of the impact this has on their learning.					

Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print and use matt laminates for pupils and parents with a visual impairment; ➢ Use clear communication methods and Widget as a support tool for learning and in the environment	ongoing	TA time for preparation of resources Administrative time	Teaching Assistants, Learning Support Assistant and office staff	SENDCO	Attainment and progress of children with additional needs Improved use of Communication in Print
To increase availability of documents such as letters and newsletters in alternative formats.	➢ Large print and audio formats produced etc. as required. ➢ Monitor uptake of documents in alternative formats ➢ Review accessibility of newsletter and letters for parents (sent electronically). ➢ Homework information available as information sheets in alternative formats as appropriate.	Ongoing	Office staff time to continue to monitor and develop systems as required	Administrative staff Class teachers Headteacher All staff	Headteacher Governors SEND Governors Key Stage leaders SENDCos	Requests for alternative means of communication logged and reported to governors in Headteacher report if applicable