



Accessibility Plan 2025-2028

Introduction

An accessibility plan must show how school access is to be improved for pupils, staff and visitors with disabilities in a given timeframe. It must anticipate the need to make reasonable adjustments where ever practicable.

Purpose of plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils with a disability can take full advantage of their education and associated opportunities.

Definition of disability

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.

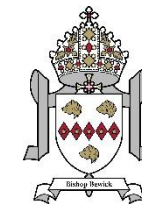
Key aims

To increase and eventually ensure for pupils with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEND information report.
- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled pupils less favourably
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010



- Our setting
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability
 - recognises the effect their disability has on his/her ability to carry out activities
 - respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

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.

- Bespoke curriculum that is accessible for all pupils. It is ambitious for all learners. Every child has access to a broad and balanced curriculum.
- The school uses the Education Endowment Foundation (EEF) '5-a-day' approach to quality first teaching to support all pupils access the curriculum, including children with additional needs.
- The school offers a range of extra-curricular activities and can support children with additional needs or disability access those clubs.
- Trips and visits are planned to ensure that every child can access an equal offer across the school.

Improving access to the physical environment of the school

This includes improvements to the physical environment of the school and physical aids to access education.

- The school is all on one level with access from the car park.
- The school is painted neutral colours with clear signage.
- The school will consider the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

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, timetables, 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 time frame.

- The school will work with the Local Authority and external agencies to ensure they are following the advice of professionals e.g. coloured exercise books for pupils with dyslexia, large print for worksheets, use of blue pen on whiteboards rather than black.
- St Wilfrid's staff will make themselves aware of how to find out about local services that may be of use to a disabled child they are teaching.

Financial Planning and control

The headteacher and SLT will review the financial implications of the accessibility plan as part of the normal budget review process.



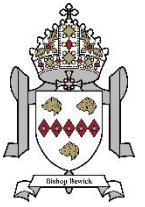
Accessibility Action Plan



Compliance with the Equality Act					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Equality, diversity, and inclusion (EDI) are championed within the school organisation.	To share the Trust EDI policy with the staff team and ensure that it is fully understood.	HT	Short term	Dec 2025, 2026, 2027	Review annually with staff team.

Access to the physical environment - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
All pupils, families and visitors can access all areas of the site easily.	Evaluate user experience – gather feedback from all stakeholders regarding the physical environment.	SBM	Medium	Annually March 2026, 2027	
All classrooms are in the main building and suitable for working classrooms.	Relocate the 2 year 6 classrooms into the main building by removing the computer suite.	SLT	Medium	December 2025	
Early Years environment is safe and secure for all pupils.	Review outdoor surfacing in Early Years as soft pour is showing wear and tear.	SBM and SLT	Long term	Summer 2026	Finding dependent.

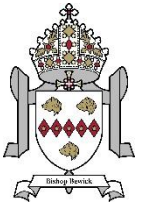
St Wilfrid's Catholic Primary School



	Short term repairs have been carried out by facility staff.				
School provides a quiet working area / calm space for small group work that all pupils can access.	To create a resource base within the school environment where pupils can work in small groups in a calm space.	SENDCO and SLT	Long term	Sept 2028	
Disabled low level access toilet located for adults and pupils within school. This is fitted with an emergency pull cord and hand rails.	Evaluate user experience– ensure pull cords and hand rails are secure and working.	SBM	Medium	September 2026	Review annually.

Ensuring inclusion in the school community

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
All pupils have access to the extra-curricular regardless of additional needs or disability.	Review additional trips and visits offer to ensure it is accessible for all.	Teaching team	Long term	Sept 2025	



Access to the curriculum - statutory

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
School fulfils its curriculum statutory duty.	Review statutory curriculum documentation annually to ensure school meets its duty.	HT	Medium term	Dec 2025, 2026, 2027	Schools: statutory guidance - GOV.UK
All pupils can access the curriculum and make progress.	Teaching and learning policy ensures scaffolds and adaptations are made to the curriculum to support all pupils.	Teaching team	Medium term	July 2026	

Access to information advice and guidance - statutory

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Families have the information they need in a format that is accessible to them.	Ensure that information and communication is accessible to all on website, Arbor and letter formats.	SBM	Long term	Review each new cohort 2025, 2026 and 2027.	