



Wincle CE Primary School

Wincle School provides an enriching and outstanding rural education. We nurture the whole individual: body, mind and soul, inspiring rounded, happy, courageous children who shine in all that they say and do. Our children exhibit a passion for learning, a confident faith, a loving concern for community and an inclusive respect for all.

Shine Like Stars' Philippians 2:15

Accessibility Policy and Plan

Date updated:	Brief summary of changes:
March 2026	Reviewed and rewritten following SS's SENCO training

Aims

Wincle CE Primary School is an inclusive school and our values reflect our commitment to a school where there are high expectations for everyone.

We aim to treat all pupils fairly and with respect, and this involves providing access and opportunities for all pupils without discrimination of any kind. Everyone in our school is important and included. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to.

We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued.

Legislation and guidance

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises. Schools are required under the Equality Act 2010 to have an accessibility plan.

Wincle School's Accessibility Plan will:

1. Increase the extent to which disabled pupils can participate in the curriculum
2. Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
3. Improve the availability of accessible information to disabled pupils

The Accessibility Plan should be read in conjunction with the following school policies:

- SEND policy and information report
- Teaching and Learning policy
- Behaviour policy
- School improvement plan
- Equality, diversion and inclusion policy
- Health and Safety
- Administering medicine policy

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Improving access to and participation within the curriculum

To increase the extent to which disabled pupils can participate in the school curriculum. Our aim is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
SEND and Medical register and information on children with additional needs to be regularly updated.	SENCO	Ensure SEND register reflects current pupils being supported. Ensure Medical register and Care plans are up-to-date. Liaise with parents and external agencies (e.g. paediatricians) to ensure we receive up to-date reports.	SEND register and paperwork for individuals. Health Care plans	To be continually updated but checked termly.	SEN and Medical needs will be up-to-date. Teachers and TAs will be aware of the needs of children in their class.
Effective communication and engagement of parents.	Head SENCO	Introductory meetings in the autumn term to teachers and SENCO, followed by termly meeting with parents and carers. Termly review meetings with parents of children with school focus plans and EHCPs	Up-to-date SEN paperwork Rooms for meetings	Ongoing Termly meetings	Increased engagement of parents.
Effective communications with nurseries and schools to provide a quality transition. -	EYFS teachers SENCO Head	To identify pupils who may need additional to or different provision for the September and mid-year intake. SENCO to attend Local SEND Hub and build relations with other local SENCOs. SENCO to continue positive relationship with SEN team to ensure collaboration when transitioning a child with an EHCP.	Teacher/ SENCO time	On going	Transition for children from Nurseries and other schools is smooth with adequate and appropriate resources and provision.
Training for staff on increasing access to the curriculum for all learners and removing potential barriers.	Head SENCO	Audit Staff strengths/gaps in knowledge. Internal and external training from outside agencies- Autism support team, Speech and language, EP and OT etc . TA training on adapting lessons and using scaffolding for pupils with additional needs. Staff meetings addressing inclusive practice and SEND procedures. SENCO to do 1:1 sessions with teachers who need bespoke guidance for pupils. New staff to have SEN included in their induction to understand the needs of their class.	Staff meeting TA training SENCO/ Teachers time External agency training	On going	All staff to feel confident within a year and CPD timetable to be revised termly as the cohort and training needs changes. Staff confidence in adapting the curriculum is improved. Children's participation in the curriculum is broader and more effective.

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Use appropriate assessment tools and activities for children working pre-key stage.	SENCO	Use other professionals' suggestions for adaptations of the curriculum. SENCO to attend SEND Hub and see what other local schools (including special schools) are doing to support pupils working pre-key stage.	Staff time	Annual training Introduced to new staff during induction	Children working pre-key stage will have consistent approaches for assessment and planning Children working pre-key stage will access every subject in a tailored way.
To ensure that the medical needs of all pupils are met fully within the capability of the school.	Head	To liaise with parents. To liaise with external agencies. Make relevant referrals to external agencies To identify training needs.	Staff training	Ongoing	All advice acted upon. All pupils' needs are met and they are able to access the curriculum.
Appropriate specialised equipment is used to benefit individual pupils and staff.	SENCO	Ipads available to support children with difficulties. Sloping boards for children with physical disabilities. Coloured overlays or coloured paper for children with visual difficulties or dyslexia. Use of wobble cushions, weighted blankets, pencil grips, fidget toys, chew toys etc. Monitor and observe use of equipment Eg. PECS, visual timetable, wobble cushions etc. Use Widgit subscription to make resources. Ensure sensory room is fit for purpose.	Audit of equipment and needs Staff training Cost of resources	Ongoing	SEND children have appropriate equipment and resources which supports their learning and remove barriers to learning.
Interventions are used appropriately to help children make progress in targeted areas and skills.	SENCO	Track intervention success. Strategically staff interventions to allow for optimum outcomes for pupils with SEN. Have intervention groups across classes/year groups to give more children opportunities to attend interventions. Improve gross and fine motor skills interventions. Improve sensory interventions.	Training on new interventions through external professionals Resources required to deliver interventions	One year	Children meet the intended outcome of the intervention. Children attending interventions can show their improved skills in classwork and assessments. Interventions promote accelerated progress.
All children continue to be visible in the curriculum and	SENCO	Resources will reflect the needs of the pupils. Teachers will make a conscious effort to show a variety of people with SEN,	Books Teacher made resources for	One year	Children will be able to identify with characters in

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resources.		disabilities and medical needs in their classroom practice.	lessons eg.teaching slides Visitors		stories, historical figures and illustrations. They will feel seen in the curriculum and resources.
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Improving access to the physical environment

To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Evaluate day and residential trips in light of current cohort.	Head	Ensure all children are included in risk assessments for trips and appropriate support is put in place so children are able to access the trip to its full extent. Pre-visits and planning required for residential stays if SEND children are coming	Risk Assessments Time for pre visit if required	On going	All SEND are able to access all trips during their time at Wingle.
Ensure all children feel safe and involved at playtimes.	SENCO	Sports leaders to encourage children to join in games. Staff on duty to involve children in play and to report children who may be struggling on the playground to their teacher or inclusion team.	Training for play makers Pupil welfare to take place in weekly staff meeting Buddy system for new children	On going	Children feel safe in school – evidence in survey results from children.
Maintain safe access round the interior and exterior of the school.	Head caretaker	Ensure all areas are safe and cleared to ensure children are safe and walkways and other areas are clear. Communication with parents through letters/newsletters/website/school staff. Safety improved with parking barriers	Gov fabric reports Premise walk on daily basis	On going	There is safe access throughout the school No accidents or near misses on school lane.
Ensure access for all SEND children at After school clubs and extended day and reasonable adjustments are made to enable participation.	Head	Audit SEND children use of clubs and extended services Risk assessments put in place if needed. Parents can attend extra-curricular clubs with their child if a 1:1 is needed.	Registers of clubs and extended day Risk assessments	On going	Children with additional needs are accessing clubs of their choices with the correct planning and support.

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Improve the access and delivery of information

To improve the delivery of information for disabled pupils and parents

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Review documentation on website to check accessibility for parents.	School bursar	Ensure documents are accessible to everyone using commonly known vocabulary. Office to be aware of parents who may need support in accessing materials and assisting with this.	Office time	On going	All parents will be able to be aware of what is happening at school via the website and Class Dojo
Ensure written materials are available in alternative formats.	School bursar	Ensure office staff are able to use google translate to translate any written letters and newsletters and ensure parents know this is available. Ensure parents with visual impairments can access policies through either a braille service or enlargement of papers. Invite parents in who may need support completing forms.	Google translate Office time Head time	On going	Parents are able to access all information and complete forms independently or with assistance.
Improve use of visuals to increase understanding of written information.	Head SENCO	Continue to renew Widgit to improve picture communication support. Use Widgit to make classroom resources (eg.word mats, visual timetables, social stories). SENCo to train all relevant staff members in how to use Widgit. SENCo to ensure there is a bank of readymade resources for teachers and TAs to access.	Training Time for meetings	On going	Children will understand any written instruction or text as it will be accompanied with the appropriate visuals.
Have interpretation and translation technology or services available for parents who cannot access spoken communication (eg.BSL) and/or English.	Head	Use online translation tools in meetings eg.Google translate. Allow parents enough time to organise their own translators for meetings. Book translators for crucial meetings via online platforms eg.The Language Shop or organise via Council.	Translation apps Translators time.	On going	Parents and children will all be able to access meetings and have what's needed to express their views accurately and understand others clearly.

