



Willow Wood Community Primary School – School Accessibility Plan 2025 – 2026

Willow Wood Primary School works toward having a welcoming and happy environment in which pupils thrive and want to do their best. We want all children to enjoy school and to be challenged to achieve their very best. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils’ varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

Purpose of Plan

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

Access to the Physical Environment

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
To be aware of the access needs of disabled children, staff, governors and parents/carers	To create access plans for individual disabled children as part of the support plan process.	As required	SENCO / classteacher	Support plans are in place for disabled pupils, and all staff are aware of pupils’ needs.
	Annual reminder to parents, carers through newsletter to let us know if they have problems with access to areas of school.	Ongoing process	Headteacher	Continuously monitor access needs and put plans in place to support individuals.
Ensure the school staff & governors are aware of access issues	Staff and governors can access all parts of the school building.		Headteacher	All staff & governors are confident that their needs are met.
	Provide support to staff and governors with mobility issues to ensure they can move around the building.			Staff and governors are confident and can move around the building safely.



	Ensure adequate lighting to enable all steps etc can be seen.			<p>Lighting is checked annually and carpet layout guides visually impaired people into rooms. All rooms have braille descriptions on the doors.</p> <p>Hearing induction loops in many meeting rooms and office area.</p>
Ensure everyone has access to reception area	<p>Ensure that nothing is preventing wheelchair access</p> <p>The outer door is wide enough for a wheelchair and has the capacity to be opened as a double door.</p>	Daily check to ensure the area in clear of obstructions	Site Supervisor / Finance and committee/ HT	<p>Disabled parents / carers / visitors feel welcome and have safe spaces to enter the building.</p> <p>Wheelchair users can access the school unaided and there are charging bays for electric wheelchairs.</p> <p>Hearing induction loops for hearing impaired visitors and staff.</p>
Maintain safe access for visually impaired people	<p>Check exterior lighting is working on a regular basis.</p> <p>Put black/yellow hazard tape on poles at end of play equipment to help visually impaired child</p> <p>Carpets on the floor in corridors has two different colours; the</p>	Ongoing checks	<p>Site Supervisor / Finance and Premises Committee</p> <p>SENCO/Site Supervisor</p>	Visually impaired people feel safe in school grounds.



	dark grey in the centre is the path to walk, including into rooms branching off the corridor and the light grey carpet shows where there is a wall.			
Ensure all disabled people can be safely evacuated	<p>a) Ensure there is a personal emergency evacuation plan for all disabled pupils.</p> <p>b) Ensure all staff are aware of their responsibilities in evacuation by being aware of the needs of disabled pupils</p>	<p>As required</p> <p>As required</p>	<p>SENCO</p> <p>Headteacher to remind staff</p>	<p>All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation. Disabled people in wheelchairs can be evacuated quickly and easily.</p>
Provide hearing loops in classrooms to support pupils with a hearing impairment	<p>Take advice from appropriate expert if this becomes necessary.</p> <p>Hearing induction loops in many meeting rooms and office area.</p>	As required	Headteacher	All children have access to the curriculum
Ensure there are enough fire exits around school that are suitable for people with a disability	Ensure staff are aware of need to keep fire exits clear.	Daily	All staff/Headteacher	All disabled personnel and pupils have safe independent exits from school via classroom external doors to the yard and internal doors into corridors as necessary.



Access to the curriculum

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Ensure support staff have specific training on disability issues	Identify training needs at regular meetings	Ongoing	SENCO / Headteacher	Raised confidence of support staff
Ensure all staff (teaching & non-teaching) are aware of disabled children's curriculum access	Set up a system of IAPs for disabled children when appropriate. Share information with all agencies involved with each child	As required	SENCO	All staff are aware of individual's needs
All school visits and trips need to be accessible to all pupils	Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible	Ongoing	Class teacher / SENCO	All pupils are able to access all school trips and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all pupils	Review PE curriculum to include disability sports	Ongoing	SENCO & PE co-ordinator	All pupils have access to PE and are able to excel. Child's will have a T.A. in attendance. Children will attend sporting competitions.
Review curriculum areas and planning to include disability issues	Include specific reference to disability equality in all curriculum reviews	As required	SENCO & Headteacher	Gradual introduction of disability issues into all curriculum areas
Ensure disabled children can take part equally in lunchtime and after school activities	Discuss with people running clubs after school. Support would have to be available – especially after school.	As required	SENCO / After School Club coordinator	Disabled children feel able to participate equally in out of school activities.
Use ICT to support learning	Review needs of learners to consider whether any new software or APPs are required to support access to curriculum	As required	Computing Co-ordinator	Wider use of SEN resources/pupil PPP targets met



Access to information

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Inclusive discussion of access to information in all parent/teacher annual meetings	Ask parents about preferred formats for accessing information e.g. braille, other languages, online, written etc	Annually	SENCO / Headteacher	Staff more aware of preferred methods of communication, and parents feel included.
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English. School office will support and help parents to access information and complete school forms.	On-going / Current	School Office Manager	All parents receive information in a form that they can access. All parents understand what the headlines of the school information are.
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print and use matt laminates for pupils with a visual impairment.	As required	School Office Manager	All pupils receive information in a form that they can access