



Accessibility Policy & Plan

Reviewed: May 2026

Next Review: May 2029

*Nurturing confidence,
nurturing potential,
nurturing success.*



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1. Introduction & Principles:

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- to plan to increase access to education for disabled pupils

This plan sets out the proposals of the Governing Board of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) Increase the extent to which pupils with disabilities can participate in the curriculum
- b) Improve the physical environment to enable pupils with disabilities to take better advantage of the education, benefits, facilities and services you provide
- c) Improve the availability of accessible information to pupils with disabilities

The purpose of this plan is to show how our school intends, over time, to increase accessibility to the curriculum, physical environment and written information so that anyone visiting or attending our school with SEND can take full advantage of their education and any other opportunities. The plan is set out under these three headings.

In addition to our Accessibility **Plan** (*i.e. what we are going to do*), this document also covers our Accessibility **Policy** (*i.e. what we are doing already*). To avoid confusion, we decided it would be better to include both elements within the same document.

Our Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum Policy
- Equality Information & Objectives Statement
- Health and Safety Policy
- SEND Information Report
- SEND Policy
- Supporting Children with Medical Needs Policy
- Administering Medication Policy
- Relationships and Behaviour Management Policy
- School Improvement Plan
- Wider School Information
- Government Guidance: Education for children with disabilities: improving access and quality (2010)

2. School Context:

Wharncliffe Side Primary School is a mainstream school with provision for children from the ages of 2 to 11. The main building was originally built in 1975 and modified over the years; most recently in the summer of 2024. Our brand-new Nursery building was opened in September 2024.

We also have two integrated resources (IRs) for children with SEND. One is situated within the nursery building and one is within the main school. We have disability access around the whole school site and disabled toilets are available for pupils and staff.

Both buildings are on one level – we do not have any stairs within either building. There are steps in various places outside but we also have ramps as an alternative.

We are very lucky to have extensive outdoor grounds, meaning there are plenty of places for children to play. These include:

- Enclosed outdoor space within Nursery
- EYFS outdoor area
- KS1 yard
- KS2 yard
- Grassed area
- Top field
- Our 'Jungle' (used for 'Forest Schools')

All areas are within the school's boundary fencing and inaccessible to the general public.

3. Our Vision

Our vision is to create an inclusive school where every child feels valued, supported and empowered – nurturing confidence, nurturing potential, nurturing success for all.



Wharnccliffe Side Primary School: Where children's love and curiosity for lifelong learning blossoms through inspirational teaching in a safe, supportive and nurturing environment.

We aim for all pupils to:

- Make good progress in all subjects; meaning they know more, can do more and remember more.
- Be inclusive; have respect for themselves and others, and have high self-esteem, are able to live and work co-operatively with others.
- Be positive citizens in our school, community and wider society.
- Understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.

If we are to achieve our vision, we will need to work together with all stakeholders of our school to improve both experiences and outcomes for children with SEND.

Nurturing confidence, nurturing potential, nurturing success.

4. Policy – what we do

a. Curriculum Access (our children's learning)

- Promote and engage with the graduated approach to meet children's needs in line with the SEN Code of Conduct
- Use of Birmingham Toolkit and other assessment systems to promote and provide reflective and personalised approaches
- Offer termly SEND review meetings to families for all children on the SEND register
- Access specialist advice, support and training around a wide range of learning needs
- Work with families to complete the relevant referrals for assessment and support
- Support children's understanding of the spoken word by using visual cues, gestures, symbols, diagrams, Makaton and the written word.
- Identify key vocabulary across the curriculum and teach definitions
- Adapt activities by presentation, outcome, timing, support, scaffolding and via additional resources
- Appropriate pitch of questioning; targeted to individual learners
- Repeat instructions and modify if required
- Provide resources that support and promote independence
- Teach strategies to children that support and promote independence and preparation for life
- Use formative and summative assessment information to identify and address underachievement
- Trauma-informed strategies are well established
- Identify children who are experiencing social, emotional or mental health difficulties that are impacting upon their ability to access learning. Provide appropriate support in a timely manner.
- Provide clear transition support as determined by need and agreed with children and families

b. Physical Environment (our classrooms and buildings)

- The building is semi-open plan and all on one level – all areas of school are accessible to all children
- The IR for our most complex learners is located in the middle of the school; enabling the vast majority of children to travel to / from it dependently (support provided for those who can't)
- Conduct twice-yearly health & safety audits with external support team (organised through MAT) – take recommendations on board
- PEEPs (Personal Emergency Evacuation Plans), Positive Handling Plans and Intimate Care Plans are in place for those that need them
- Staff access moving and handling training as needed to support physical needs
- Liaise with other agencies (e.g. VI team, Autism team) and make recommendation adaptations where needed
- Disabled toilet and shower room available where needed
- All classrooms have phones so messages can be passed on quickly
- Provide appropriate resources to enable children to access learning: floor desks, standing desks, wobble cushions, headphones, therabands etc.
- Use alternative methods for recording where needed
- Zones of Regulation displays in all classrooms and Calm Corners accessible where needed
- Follow recommendations around the use of visual prompts / timetables to support children's understanding and building of independence
- Communication boards in place in EYFS to enable children to ask for what they want / develop independence
- Well-established lunchtime routines to ensure the youngest children eat first and there are not too many children in the hall at any one time

c. Availability of Information (what we write)

- Encourage communication through use of Makaton / visual prompts (in EYFS and IR classrooms)
- Alternate methods of presenting information (e.g. large print, 'Communicate in Print' used where necessary)
- In class displays used to support learning are straightforward and developed with the children to ensure they can use them effectively
- Our school rules are simple / straightforward to ensure all children can remember them. Weekly 'School Standards' are displayed in prominent positions so children can remember them.
- Weekly newsletter is sent to all parents electronically and paper versions are available in reception
- Use of Microsoft Co-Pilot to provide translations of documentation where needed

5. Action Plan – what we will do next

a. Improving Curriculum Access (our children's learning)					
Priority (Intent)	Strategy / Action (Implementation)	Success Criteria (Impact)	Lead	Resources	Timescale
Improve accuracy of assessment for most complex learners	Implement new AET assessment system for individual children	Better able to demonstrate progress for our most complex learners	AG	AET assessment tool	Spring 2026
Increase appropriate adaptations to ensure learning is accessible for all children	Ensure this is a focus of lesson observations / book monitoring	All children can access their learning and make good progress from their starting points	MG	Monitoring forms	(ongoing)
Summarise essential information about individuals to support anyone working with them	Update one-page profiles for all children on SEND register	All staff (including supply staff) are fully aware of the needs of the children in their care and how to support them	AG (class teachers)	Time	Each September

b. Improving Physical Environment (our classrooms and buildings)					
Priority (Intent)	Strategy / Action (Implementation)	Success Criteria (Impact)	Lead	Resources	Timescale
Enable all children to access outdoor classroom	Fix steps to access outdoor classroom	The new steps are fully accessible for all children	CE	Cost of wood	Summer 2026
Improve access to top yard	Repair steps to top yard	KS2 children can get to / from the yard quickly	CE	TBC	TBC

c. Improving the Availability of Information (what we write)					
Priority (Intent)	Strategy / Action (Implementation)	Success Criteria (Impact)	Lead	Resources	Timescale
Ensure parents understand how we apply our SEND policy in practice	Update SEND Information Report and share with parents	It is accessible to all	AG	Time	September 2026
Evaluate paperwork used in SEND reviews	Liaise with Trust leaders and agree on system	New system is informative for parents but manageable for staff	AG	Time	Review in Summer 26, introduce gradually

6. Monitoring & Evaluation

This plan will be reviewed on an annual basis. This involves:

- Re-reading the plan
- Making changes / updates as needed
- Chasing up leaders and staff if targets need further work to get them complete
- Reminding leaders and staff what they need to do during the coming year

The updated plan will then be shared with all stakeholders and uploaded onto our school website.

Any learning from this activity will be incorporated into relevant documents such as our SEND development plan. There is unlikely to be 100% overlap between the two documents but they should complement each other.

We will gather the views and opinions of stakeholders through:

- SEND reviews
- Parents' evenings
- Surveys
- Staff meetings
- Governor meetings
- School council meetings

Our governing board agree that this plan can be approved by the headteacher. However, the SEND link governor will monitor the success of the plan via their planned learning walks / visits to schools. We will share information about the progress of the plan during the summer term and provide a more formal review every 3 years.

If you would like to discuss any element of this document, please do not hesitate to get in touch:

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7. Additional Information

Disability vs SEN?

Whilst Accessibility Plans are intended to mainly to improve things for those with disabilities, we go beyond that and include access for all children and adults with SEN as well as disabilities.

In schools,

- A pupil with SEN normally means a person needs SEN provision to meet their needs, for example:
 - Dyslexia
 - Language delay
 - Anxiety
- Disability means a person has a long-term condition that has a substantial impact on their daily life, for example:
 - Autism
 - Downs Syndrome
 - Cerebral palsy

Most conditions that can be SEN can also be disabilities. It depends on how severe the condition is. We recognise that some people don't consider themselves disabled, but take a view that it is the world around them that disables them, rather than their condition. This is sometimes called the "social model of disability". In our plan, we just want to improve lives of children and adults with SEND regardless of views on whether someone is SEN or disabled and regardless of whether it is their disability or the world that disables them.

Staff with SEND

The school also has duties towards disabled staff. We will:

- Monitor recruitment procedures to ensure that disabled people have equal opportunities.
- Provide appropriate support for employees with disabilities so that they can be successful in their work.
- Make reasonable adjustments so that staff can fully access the workplace.

What do our parents think?

"Our lives transformed! It is an understatement to say that the move to Wharncliffe Side has been miraculous. Not just for [NAME] but for our whole family... This doesn't happen by magic! It happens as a result of Wharncliffe Side creating an environment where [NAME] feels safe, trusted, understood, heard and valued. The entire staff without exception, adhere and align with these values. My son isn't just accommodated or integrated; he is included in every aspect of school life..."

Parent of child with SEND, March 2023