Thomas Willingale School

Accessibility Policy and Plan

Autumn 2026 Review Autumn 2029

Thomas Willingale School

Accessibility Policy and Plan

Introduction

1. This Accessibility Plan covers the period from 2026-2029.

2. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, acceptance and inclusion.

3. Thomas Willingale School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

• Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education, where necessary, if required.

• Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally, prepared for life as the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

• Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

5. Attached is our Action Plan, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New plans will be written every three years.

6. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination.

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

• Equality Action Plan;

• Health & Safety (including off-site safety);

• SEND;

• Behaviour Management;

• School Improvement Plan

8. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each three-year plan in order to inform the development of the new plan for the following three-year period.

9. Information about our Accessibility Plan will be published in the Governors' Annual Report to Parents (statutory).

10.The Plan will be monitored through the Curriculum and the Premises Committees of the Governors.

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Accessibility Plan 2026 – 2029

Objective	Action	Outcome	Timescale	Costs	Achievement	Responsibility
Learning Support Assistants and teachers are enabled to ensure children with disabilities are able to access the curriculum.	Training given for supporting physical needs where revenant to the appropriate staff.	Teaching/support staff are able to meet the needs and requirements of children with disabilities with regards to accessing the curriculum. (e.g. sloping writing boards, pencil grips and support with steps).	Continuous according to needs. (e.g. when new children arrive or change of year group/staff).	Dependant on training needed	Increase in access to the Curriculum.	Inclusion Manager. Senior Leadership Team.
All out-of-school activities are planned to ensure the participation of the whole range of pupils.	Review all out-of-school provision to ensure compliance with legislation. Ensure pupil activities are accessible to all pupils.	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements. Risk Assessments reflect support for	On-going.		Increase in access to all school activities for all pupils.	Senior Leadership Team. Class Teachers.

		children with disabilities.				
Review aids to ensure accessibility for pupils with disabilities.	Get advice from relevant specialists on alternative support materials/aids. (e.g. use of IPads allowing enlarges type size).	Pupils with disabilities will be able to access the curriculum.	On-going.	Dependant on resource needed.	Increased access to the Curriculum.	Senior Leadership Team. Inclusion Manager. Class Teachers.
Reflect identified areas of need in lesson planning and delivery.	Incorporate Quality First Teaching into all planning. Purchase of resources to increase student participation, where necessary.	Teaching/support staff are able to meet the needs and requirements of children with disabilities with regards to accessing the curriculum.	Continuous according to needs. (e.g. when new children arrive or change of year group/staff).	Dependant on resource needed.	Increased access to the National Curriculum.	Senior Leadership Team. Class Teachers.
Ensure that access to school buildings and site can meet diverse pupil needs.	Accessibility and clarity of signs around the school. Awareness of independent access.	Pupils are able to move around the school safely. Children can access the curriculum.	Continuous according to needs	Dependant on resource needed	Pupils able to access Curriculum and extra curricular activities	Senior Leadership Team. Class Teachers.

	Consideration to be taken of movement around the school. Consider alternative routes/class bases for children with disabilities if needed. Plan classrooms in accordance with pupil need. Organise resources within classrooms to reflect pupil need. Individual Risk Assessment made to ensure quick exit plans are in place and safety of movement around the school is priority.					

	Provide quiet areas within the school (e.g. sensory room)					

All children with disabilities to have a Care Plan and/or Provision Plan to specify their particular needs and requirements.