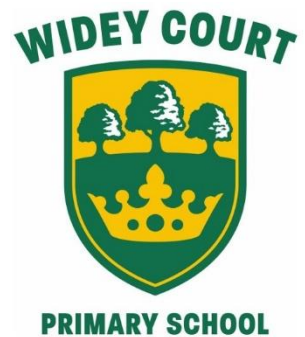




Widey Court Primary School

Disability and Accessibility Policy

Policy reviewed on:	September 2026
Date of next Review:	September 2028
Who reviewed this policy:	Headteacher and SENDCo

Widey Court Primary School Disability and Accessibility Policy

Statement of Intent:

This plan should be read in conjunction with the School Development Plan and outlines the proposals of the governing board of Widey Court Primary School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.

- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils

- The headteacher and other relevant members of staff
- Governors
- External partners This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

Planning duty 1: Physical environment including information.

	Issue	Current provision	who	when	review
Short term	A number of children with complex needs require additional learning space to keep them and their key adults safe	Staff to use walkie talkies Break out rooms to be booked The Hive Provision for high SEND needs.			
Medium term	Library does not have wheelchair access	Annual planning for transition to include consideration of wheelchair / frame access.			
Long term	Children with physical disabilities cannot easily access Forest school and the track and library	Funding to be sourced for a sound walkway where all children can access forest school, the track and the library			

Planning duty 2: Curriculum including information.

	Issue	Current provision	who	when	review
Short term	Staff members need to ensure the curriculum is accessible	T&L policy to include adaptive teaching. Subject leads to ensure that all teachers are able to adapt the curriculum and/or resources to meet the needs of all children			
Medium term	School trips need to be safe for pupils with SEND needs Information to parents about the range of resources needs to be updated annually	Needs of pupils with SEND incorporated into planning process for trips and identified on risk assessments. Evolve risk assessments to be completed The school offer for SEN to be reviewed and published on the website			
Long term	Pupils with emotional needs have continued access to specialist support	Trauma informed schools training is embedded in staff practise. Restorative approaches and scripted conversations are revisited and reviewed with staff. Use of Motional To continue working with outside agencies			

