



## Willingham Primary School and Honey Pot Pre-School

### Accessibility Plan 2025 - 2028

Policy Reviewed Date	June 2025
Next Review Date	March 2028



### **Purpose of the Plan**

The purpose of this plan is to show how Willingham Primary School and Honeypot Pre-school intend, over time, to increase the accessibility of our settings for disabled pupils.

### **Definition of Disability**

A person has a disability 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 carry out normal day to day activities.

### **Legal Background**

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:

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

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

- increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. eg. handouts, timetables, textbooks and information about school events. The information should take account of the pupils` disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

Willingham Primary School and Honeypot Pre-School aim to treat all individuals, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school and pre-school aim to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning. The goal is that all pupils can learn, achieve and participate fully in school life. The school and pre-school are active in promoting positive attitudes to disabled people and in planning to increase access to education for all disabled pupils.

### **Contextual Information**

The buildings at Willingham Primary School and Honeypot Pre-School are all single storey and there are no steps into, within or out of the buildings.

Most of the settings' buildings and playgrounds are accessible for a child in a wheelchair, this is always a consideration when alterations and additional building works are to be carried out.



**The Current Range of Disabilities within Willingham Primary School and Honeyptot Pre-School**

The school and pre-school currently have 410 children on roll, 70 of which are on the SEND register.

Within the cohort, there are a range of disabilities that include a number within the Autistic Spectrum, Attention Deficit Hyperactivity Disorder, Epilepsy and pupils who are partially deaf. When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents.



**Willingham Primary School Accessibility Plan 2025**

Targets	Strategies	Outcomes	Timeframe	Achieved
<b>EQUALITY AND INCLUSION</b>				
To ensure that the accessibility Plan becomes an annual item at the FGB meetings.	Clerk to governors to add to list for FGB meetings.	Adherence to legislation.	Annually.	
To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as appropriate.	Whole school community aware of issues.	On-going.	
To ensure that all staff are in receipt of up-to-date information regarding pupils with disabilities and changes in their needs and provision.	SENDCo to ensure that regular child awareness updates are given and new information shared with relevant staff at the earliest opportunity.  All staff to ensure that key information is shared during teacher handover discussions.	Whole school community has full knowledge of information regarding a pupils' disabilities and the provision in place.  Consistency across years as the pupil moves through the school.	On-going.	
To ensure that all policies consider the implications of disability access.	Consider during review of policies.	Policies reflect current legislation.	On-going.	
<b>PHYSICAL ENVIRONMENT</b>				
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds by Governors. Suggest actions and implement as budget allows.	Modifications will be made to the school building to improve access.	On-going.	
To ensure that specific toileting/ changing facilities are available at all times for pupils	Regular updates to relevant members of staff with regards to all pupils with	Pupils will be supported appropriately with regards to intimate	On-going	



with an intimate care plan.	intimate care plans. Items such as wipes, nappy bags, and any other cleaning items to be made available within individual pupils classrooms.	care and/or toileting needs. Development of self-help skills will be promoted through intimate care plans.		
To ensure that specialist equipment, as advised by external professionals, is provided for pupils where required. E.g specialist toilet seat and handle bars and step stools for pupils with mobility difficulties.	SENDCo to ensure that site manager is aware of all specialist equipment in school and its location.  SENDCo to ensure that all relevant staff are aware of specialist equipment and arrange any required training.	Pupils will be accessing a fully inclusive learning environment and will have what they need in order to make progress in developing independence.	On-going	
To ensure that pupils with SEN have access to appropriate environments in line with individual needs. E.g Sensory room, sensory circuits	SENDCo to liaise with class teachers to identify pupils with high levels of need and provide timetables and 'ad-hoc' opportunities for them to access an alternative environment such as the sensory room, music room, hall etc	Pupils with SEN will have access to a range of environments within school where they can access individualised provision.	On-going	
<b>CURRICULUM</b>				
To continue to train teaching staff to enable them to meet the needs of children with a range of SEN.	SENCo to review the needs of children and provide training for staff as needed.	Staff are able to enable all children to access the curriculum.	On-going.	
To train support staff in delivering bespoke interventions/ top up work in order to meet the needs of pupils with SEN.	SENDCo to work alongside teachers to identify areas of need and training required.	Support staff are confident in supporting pupils to develop learning and to enable them to access a fully inclusive curriculum.	Ongoing	
To ensure that all children are able to access all out-of school activities. eg. clubs, trips, residential visits etc.	Review of out of school provision to ensure compliance with legislation.	All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met.	On-going.	



To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed. eg. special pencil grips, headphones, writing slopes etc.	Children will develop independent learning skills.	Reviewed termly by SENCo.	
To meet the needs of individuals during statutory end of KS2 tests.	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed.	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.	Annually.	
<b>WRITTEN/OTHER INFORMATION</b>				
To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary.	Written information will be provided in alternative formats as necessary.	As needed.	
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	Staff to hold parents' evenings by phone or send home written information.	Parents are informed of children's progress.	Termly.	

