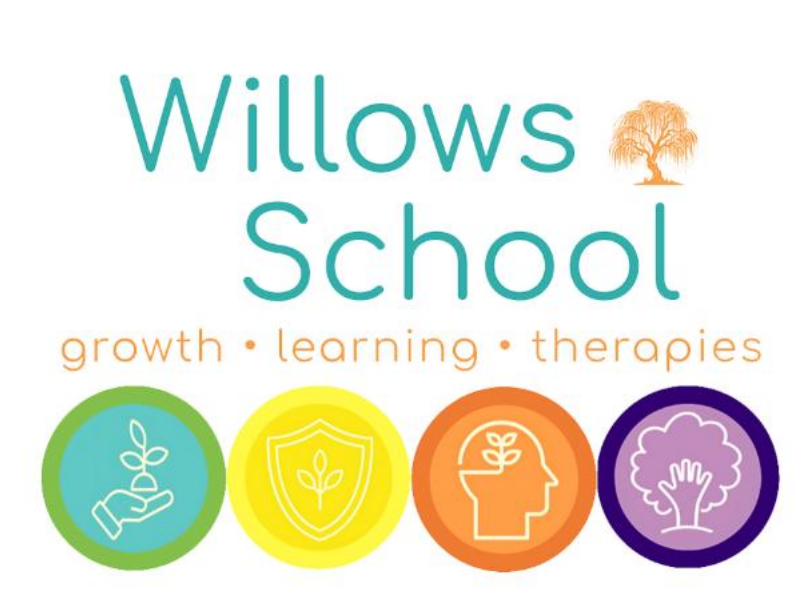




Accessibility Plan

Approved by: Alison Neal/Katy Edmondson

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Contents

1. Aims
2. Legislation and Guidance
3. Action Plan
4. Monitoring Arrangements
5. Links with other Policies

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Equality of opportunity at The Willows School means providing equality and excellence for all to promote the highest possible standards. Equality of opportunity applies to all members of the school community including pupils, staff, parents and guardians.

The plan will be made available online on the school website, and paper copies are available upon request.

The Willows School is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in the school, this procedure sets out the process for raising these concerns.

2. Legislation and Guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of auxiliary aids or adjustments to premises.

3. Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria	RAG
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum e.g. overlays, visual aids, manipulatives. Curriculum resources include examples of people with disabilities.	Training for specific staff members	Staff to be spoken to regarding which training courses they feel will be beneficial.	Katy Edmondson	April 2026	Audit of CPD annually	
	Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils.	Use of ICT equipment specifically for students with additional needs	Examples of ICT use, and innovative software classrooms shown in staff meetings.		Dec 25	ICT being used in lessons observed in Teacher Observations.	

	Children all have their own Provision Maps which demonstrate progression and planning towards the outcomes of their individual EHCP.	Provision maps in place for all pupils	Provision mapping and how to use them explained to staff and training given to all staff	Eric Redknap/ Chloe Eagle	Dec 25	Provision map tracks progression of child linking academic social and emotional targets to be able to see success in one document.	
	Empower the TA's to be involved in the tracking and evaluation of the provision maps so that all staff share these key documents.	Training to be provided as part of the new Performance Management Objectives and targets for all staff.	Staff Meetings PLP's updated termly.	Katy Edmondson/ Chloe Eagle	Easter 2026	Provision maps are a live document and kept up to date.	
Improve and maintain access to the physical environment	All children are currently able to enter and access the school building and outside space. The school has been designed to be as accessible as possible.	If a referral is made for a child with additional accessibility issues this will be considered during consultation.	Ramps are available for access to the Science lab as and when needed. Lift in place. Accessible playground Evac chairs and ramps available in case of fire/lift fault All pupils have individual PEEPs in place.	Katy Edmondson/ Chloe Eagle	As and when needed	The school is compliant with SEND disability regulations and the 2010 Equality Act.	

Improve the delivery of information to pupils with a disability.	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations	All staff are aware of visual timetables and ensure these are consistent and used in the same way.	Training in Staff Meetings	Katy Edmondson	April 26	Visual Timetables to be used confidently by all staff.	
	Signs for WC's are supported by the Makaton symbols.	To ensure signage around the school is accessible to all.	Use signs and symbols on classroom doors/cupboards.		April 26	Signs to be used around the school.	
	Makaton can be used in class by trained staff.	To use Makaton and Language for Colour across the whole school	2 staff trained in the use of Makaton				
	Language for colour has been introduced but does need to be expanded and used more regularly.	To train staff and use PECS around the school.	PECS training to be booked		ASAP	PECS training completed and being used in classroom Inprint purchased and used in all classrooms.	
Recognition of different gender/sexual orientation throughout the school.	Surveys/questionnaires sent home regarding parental view and teaching of this through the RSE Curriculum.	Resources to include a variety of books with various characters. The curriculum is planned to include conversations	Resources to be purchased to ensure an inclusive education for all.	Katy Edmondson	Dec 25 and reviewed termly		

		regarding different sexual orientations and genders. Children encouraged to be themselves and school community to value all members of its community.					
Recognition of cultural and religious diversity	RE curriculum is planned to cover a variety of religions and cultures. Visits to churches/ synagogues and other places of worship as part of Active Citizens program.	Religions Education adapted for any child of religion who may enter the school.	Consideration to and information gained re individual's preference and requirements in terms of their daily worship. Visits and RE opportunities incorporated into curriculum offer.		As and when needed.	The curriculum offer understood and implemented by staff.	
Improve access to dining facilities	The school dining area is accessible to all and has furniture which allows wheelchair users to sit with all other users if applicable. School dinners are premade off site and are varied with menus sent out at least one week before meals to allow for choice.	The servery is 1100mm high in line with Health and Safety regulations so is therefore unsuitable for wheelchair users.	Consideration needs to be given to enable wheelchair users to have a full dining experience. Pupils will be supported by a staff member when receiving their meal and consulted re	Katy Edmondson	As and when required	All pupils can access the dining facilities safely and with as little additional support as possible.	

	Pupils can bring their own packed lunch, and any special requirements are adhered to.		the most appropriate way to do this.				
Ensure school is safe for all students and staff specifically those with a hearing impairment.	The school is fitted with a zoned fire alarm system with a sound alarm.	There is no visual alarm within the school, but all young people will be with staff members at all times during lessons. There may be sometimes where they are alone e.g. toilet break.	Any student or staff member with a hearing impairment will be allocated a portable vibrating alarm aid which is linked to the fire alarm system as and when required.	Katy Edmondson	As and when required	All staff/pupils are cognisant of fire alarm.	
Ensure access to the curriculum for pupils with a hearing impairment.	Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum including differentiated and tailored worksheets and resources. Curriculum progress is tracked for all pupils, including those with a hearing impairment. Targets are set effectively and are appropriate for	Additional resources to support learning to be provided to individual pupils prior to admission to the school. These will include personal hearing loops and/or speech to text software.	Resources to be purchased to ensure an inclusive education for all as and when required. Support and/or training given to the pupil and staff on use of assistive resources.	Katy Edmondson	As and when required	The school is compliant with SEND disability regulations and the 2010 Equality Act. All pupils can access the full curriculum successfully.	

	pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils. Children all have their own Provision Maps which demonstrate progression and planning towards the outcomes of their individual EHCP.						
Improve and maintain access to the physical environment for staff in the school.	All staff are currently able to enter and access the school building and outside space. There are designated disabled parking bays. The school has been designed to be as accessible as possible.	Additional workspace/staff area to be provided for wheelchair users due to the need to access stairs to use the large staffroom area. Any reasonable adjustments to be discussed and agreed during recruitment and implemented prior to start date.	Ramps are available for access to the Science Lab as and when needed. Lift in place, accessible outdoor area, accessible kitchen. Evac chairs and ramps available in case of fire/lift fault. Individual risk assessment to be completed for any staff member with a disability.	Katy Edmondson	As and when needed.	The school is compliant with SEND disability regulations and the 2010 Equality Act.	

4. Monitoring Arrangements

This document will be reviewed every 2 years but may be reviewed and updated more frequently if necessary.

5. Links with other Policies

This accessibility plan is linked to the following policies and documents:

- Risk Assessment Policy
- Health and Safety Policy
- Equality Information and Objectives (Public Sector Equality Duty) Statement for Publication
- Special Educational Needs (SEN) Information Report
- Child Protection and Safeguarding Policy