



Accessibility Plan

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Accessibility Plan – The Winchcombe School

1. Scope

Under the Equality Act 2010, all schools must have an Accessibility Plan. This plan sets out how The Winchcombe School will:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment to enable access to education, facilities and services
- Improve the delivery of information to pupils and parents with disabilities

At The Winchcombe School we are committed to providing a safe, inclusive and stimulating environment where all pupils can thrive. Staff, governors and parents work together to ensure barriers to learning and participation are identified and addressed.

The plan is available on the school website and in paper format on request.

2. Legislation and Guidance

This plan meets the requirements of:

- [Schedule 10 of the Equality Act 2010](#)
- [The SEND Code of Practice \(2015\)](#)
- [Department for Education \(DfE\) guidance on the Equality Act 2010](#)

The Equality Act defines disability as a physical or mental impairment that has a “substantial” and “long-term” adverse effect on daily activities. Schools must make “reasonable adjustments” to avoid placing disabled pupils at a disadvantage.

3. Accessibility Action Plan

Improving Access to the Curriculum at The Winchcombe School

Current good practice: Through planning for individual need, we aim to provide as inclusive an approach as practically possible. Some areas of the curriculum present particular challenges, for example, PE for pupils with an emotional and social impairment; however, all reasonable adjustments are made to support as full an involvement as possible. We seek advice and support from parents and the relevant professionals in order to ensure that we have made adequate and reasonable adjustments.

Target/ Issue	Action required	Timescale	Person Responsible	Outcome
The curriculum is accessible for all and the needs of children with SEND are tailored for and met through the requirements of EHCP's/SEND Support Plans	<p>SEND plans are reviewed and updated termly and copies of these are provided to parents and all relevant parties</p> <p>SEND support plans to be reviewed and monitored to ensure targets are meeting the needs of individuals</p> <p>Learning walks to be conducted to ensure the provision detailed in the support plans are in place and are effectively meeting the needs of the child and pupil voice to be obtained at this time.</p> <p>Outside agencies to be involved where necessary to provide further advice and guidance and support with evaluating provision for example, ASCETS, Educational Psychologists, Speech and Language therapists.</p>	<p>Termly</p> <p>Ongoing</p>	<p>Inclusion Manager</p> <p>Class Teacher</p>	

	STEPS to be implemented and used to support children who are working 2 or more years below age related expectations			
Early identification and diagnostic tools to identify special educational needs for a pupil in order to plan appropriate provision to meet their needs				
Training for teachers and TAs on adapting and scaffolding the curriculum to improve access for pupils with SEN and disabilities.	To be an integral part of staff continuous professional training.(CPD) Where specialist advice is required, SENCO to identify this and arrange the appropriate and relevant training from outside agencies SEND support plans and care plans are reviewed termly to identify and training needs required	Ongoing Termly	Headteacher Inclusion Manager	All pupils have equal access to the curriculum and there are improved outcomes for pupils.
Inclusion in out-of-school activities (sports, clubs, visits) All out of school activities are planned to ensure the participation of the whole range of pupils, including sports, clubs, external visits	Ensure that all out of school activities, after school clubs and educational visits are appropriate and have disabled access by reviewing out of school provision and ensuring it meets with compliance legislation	Ongoing	Headteacher Inclusion Manager PE Co SBM	All out of school activities will be conducted in an inclusive environment, ensuring all pupils benefit from the activities.

Ensure appropriate use of specialised equipment for individual pupils and staff	Inclusion Manager to work with outside agencies to ensure correct equipment is used and is being used effectively. Audit current resources and deploy to children appropriate equipment so that they are supported in accessing the curriculum		Inclusion Manager	
Investigate IT/computer systems resources to assist pupils with SEN/disabilities	Undertake an audit of pupils' individual needs. Obtain quotes for installation, as appropriate	As required	Inclusion Manager ICT coordinator SBM	All pupils have equal access to the curriculum. to further access the curriculum. and within budget as the need arises.

Success indicators: Staff confidence in adapting provision; improved outcomes, positive feedback from parents/pupils with SEND; participation data for clubs/trips

Improving the delivery of Information at The Winchcombe School

Current good practice: Different forms of communication are made available as needs are identified to enable all disabled pupils and parents to express their views and to hear the views of others. Access to information is provided in a range of different formats available for disabled pupils, parents and staff as needed. The school is aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Target/ Issue	Action required	Timescale	Person Responsible	Outcome
To ensure written material is available in different formats.	The school will provide written material in different formats when required for individual purposes e.g. large print, using services via the LA where needed.	As required	Headteacher SBM	Pupils, parents, staff and visitors able to access all information from the school.
Visibility of information, including signage on display in the school.	Review all current publications and signage round the school.	Ongoing	Headteacher SBM Caretaker	Visually impaired stakeholders can access information displayed round the school.
Information is relevant and up to date, identifying and sign posting forms of support for parents with children with additional needs	Notice boards to be visible in the school reception area, sign posting parents to relevant support Website to be continuously updated and relevant information to be accessible for all Facebook to be updated with advice and support from outside agencies Ensure EAL specialist support staff are involved in translating information as and when required	ongoing	Headteacher SBM Caretaker	
Ensure that all parents and other members of the school community can access information	Written information to be provided in alternative formats as and when required i.e. text message sign alternative languages/use of google translate/expertise of staff/use of interpreters		Inclusion Manager Class Teachers SBM	
To develop effective EAL support in school			Inclusion Manager Class Teachers	

Success indicators: Parents and visitors report no barriers to accessing information; compliance with accessibility audits.

Improving the Physical Access at The Winchcombe School

Current good practice: There are no areas of the school site to which disabled pupils or visitors have limited or no access. Pupils with disabilities participate in extra-curricular activities. If aspects of extracurricular activities present particular challenges, for example lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with communication impairments and school trips for pupils with some disabilities and/ or medical needs, all reasonable adjustments are made to support as full an involvement as possible.

Target/ Issue	Action required	Timescale	Person Responsible	Outcome
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.	ongoing	Headteacher SBM Caretaker	
To be aware of the access needs of disabled pupils.	To create Access Plans, Risk Assessments, Personal Evacuation Plans for individual disabled children.	As required.	Inclusion Manager SBM Caretaker	Individual plans are in place for disabled pupils and all necessary persons are aware of that pupil's needs.
To develop staff understanding of the impact of disability and the needs of others				
To be aware of the access needs of parents, staff, visitors and governors. To ensure that parents, staff, visitors and governors can access key areas of the school.	A Statement inviting disabled visitors etc. to make their needs known to staff to be displayed in Reception Area.	As required.	Inclusion Manager SBM	Parents. Staff, visitors and governors have full access to all areas of the school.

To provide an individual risk assessment in line with a child's SEN needs	Parents/ Carers to contact the office SENCo to meet with parents to write a risk assessment	At start of pupil joining the school and to be reviewed every September	Inclusion Manager SBM	Equal access to all areas of the school for children with disabilities
Access route to disabled toilets to be kept clear of storage items	Staff reminded to keep area clear and regularly monitored.	As required	Caretaker SBM	Access route is clear.
Improve quality of provision for children with specific emotional needs.	Increase number of tranquil spaces within school (within building and grounds) for pupils with additional needs	On-going according to individual need	Headteacher Inclusion Manager Nurture lead	All pupils who need access to tranquil space or safe space due to emotional needs have a designated space and appropriate resources.
Review parking for disabled visitors (due to an increase in school community with disability badges)	Allocate disabled parking spaces and ensure they are always available for those parents and pupils	On-going according to individual need	Caretaker SBM	Disabled badge holders always able to access disabled parking, when required. Prompt action taken for users who do not park appropriately

Success indicators: No physical barriers reported; safe evacuation drills include pupils with SEND; facilities maintained and fit for purpose.

4. Monitoring Arrangements

- The plan will be reviewed every **three years** or earlier if needed.
- Progress will be monitored by the **Inclusion Manager, Headteacher, and SEND Link Governor.**
- The Governing Body will evaluate implementation annually.

5. Links with Other Policies

This plan links to:

- Equality Information and Objectives (Public Sector Equality Duty)
- SEN Information Report
- Supporting Pupils with Medical Conditions Policy
- Health and Safety Policy