



Aim high, believe; Fly high, achieve.

Accessibility policy and plan

At Archbishop Wake CE Primary School, accessibility is viewed not only as a statutory responsibility but as a key driver of inclusion and pupil success. Through the implementation of this Accessibility Plan, we seek to remove barriers that may restrict participation, learning or wellbeing and ensure that all pupils are able to access the full life of the school. We are committed to ensuring that accessibility arrangements promote regular attendance, enable equitable access to a broad and ambitious curriculum, support participation in wider school experiences and foster a strong sense of belonging within our school community. The impact of accessibility measures will be monitored through ongoing evaluation of pupil outcomes, engagement, attendance, participation, pupil and parent voice, and the effectiveness of provision. This will enable leaders and governors to identify barriers, evaluate impact and make informed improvements that further strengthen inclusion for all learners.

1. This Accessibility Plan has been drawn up in consultation with the Local Authority, pupils, parents, staff and governors of the school.
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, tolerance and inclusion.
3. Archbishop Wake Primary 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.

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 are the able-bodied pupils; (If a school fails to do this they are in breach of the Equality Act 2010).

This Accessibility Plan is prepared in accordance with Schedule 10 of the Equality Act 2010 and outlines how the school will:

- Increase access to the curriculum for disabled pupils.
- Improve the physical environment.
- Improve the availability of accessible information.

Under the Equality Act 2010, a disability is defined as a physical or mental impairment which has a substantial and long-term adverse effect on an individual's ability to carry out normal day-to-day activities.

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.

4. Below is our Action Plan, relating to these key aspects of accessibility. This plan will be reviewed and adjusted on an annual basis.
5. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
6. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
 - Curriculum
 - Equal Opportunities and Diversity
 - Staff Development
 - Health & Safety (including off-site safety)
 - Inclusion
 - SEND policy
 - Positive Behaviour Policy
 - School Improvement Plan
 - Asset Management Plan
 - School Brochure and Mission Statement
 - Teaching and Learning File
7. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by the Local Authority.

Current Accessibility Position

- Step-free access available to all main learning areas.
- Accessible toilet facilities available.
- Disabled parking available.
- Visual signage in place.
- Hearing support systems available where required.
- Emergency evacuation arrangements personalised where necessary.

8. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".
9. The School website will refer to this Accessibility Plan.
10. The School's complaints procedure covers the Accessibility Plan.
11. Our Accessibility Plan will be published on the website
12. The Plan will be monitored through the Curriculum and the Premises Committees of the Governors.
13. The school will work in partnership with the local education authority and Diocesan Authority in developing and implementing this plan and will adopt in principle the "Dorset Accessibility Strategy, Access to Learning".
14. The Plan will be monitored by Ofsted as part of their inspection cycle.

100% of staff receive annual SEND and accessibility awareness training and demonstrate effective implementation through learning walks, pupil voice and monitoring activities.

The school meets the requirements of the Disability Equality Scheme.

ARCHBISHOP WAKE CE PRIMARY SCHOOL ACCESSIBILITY PLAN

a) IMPROVING THE CURRICULUM ACCESS

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Ensure appropriate training for staff who teach children with a hearing impairment or visual impairment	Continue to regularly liaise with Hearing and Visual Support Service. Ongoing involvement of services for individual pupils.	All staff have a clear understanding of the needs of hearing and/ or visually impaired children and how to ensure the curriculum and environment is fully accessible to them.	Ongoing involvement as appropriate	Ongoing involvement between ABW and HSS/VSS.
Training for staff in the awareness and understanding of teaching children with Autism, Attachment Disorder and specific learning difficulties.	Relevant staff attends appropriate training. Where appropriate, outreach provision from external agencies (e.g. TADSS Outreach, Specialist teachers, guest speakers).	All staff have increased awareness of specific needs and how best to support these children in the classroom. Where appropriate, Specialist involvement is sought.	Ongoing	Ongoing Relevant staff benefit from DSAT and Local Authority provided courses.
Extra curricular activities are planned to ensure, where possible, they are accessible to all children.	Review all out of school provision to ensure compliance with legislation.	All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	Ongoing	Ongoing

Classrooms are optimally organised to promote the participation and independence of all pupils.	Review layout of furniture and equipment to support the learning process in individual classes. Use of visual timetables across the school.	Children have ready access to a range of resources to support and scaffold their learning.	Ongoing	Environmental noise is reduced through neutral displays. Use of consistent visuals. Classrooms are well organised to support pupils independence and provide a calm, predictable environment.
Use of familiar visuals/ symbols throughout the school.	Use of widget symbols-consistent approach across the school. Used in timetables, schedules and learning tasks.	All children are familiar with these consistent visuals/ symbols.	Ongoing	Children understand symbols and are familiar with them, helping to support reduction in cognition overload.
Training for Awareness Raising of Equality Issues.	Provide training for governors, staff, pupils and parents as needed Discuss perception of issues with staff to determine the current status of school. See also Equality assessment.	Whole school community aware of issues relating to Access.	Ongoing	Community will benefit from a more inclusive environment

All children on SEND register (SEN support & EHCP stages) have an have an Individual Learning Plan- ILP.	ILP's reviewed and shared with Parents/Carers 4 x throughout the school year.	ILPs form a key part of the planning process for all pupils specifically in preparing for intervention and support.	Ongoing	Termly monitoring of ILPs by SLT, English, Maths and Phonics leads.
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Review TA deployment as needed to enable pupils to be appropriately supported.	Ongoing review depending upon need of children in school.	Adult support is available during times that individual children may need support.	Regularly reviewed.	Ongoing
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b) IMPROVING THE DELIVERY OF WRITTEN INFORMATION

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats.	If required, written format will be adjusted to suit the needs of the child.	The school will be able to provide written information in different formats when required for individual purposes.	When required	Documents available to all.
Survey parents/carers on quality of communication.	Part of annual Parents' / Carers questionnaire.	School is more aware of the opinions of Parents/ Carers and acts on this.	Annual questionnaire	

c) PHYSICAL ACCESS

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Ensure accessibility of all learning environments	School will adhere to recommendations from professionals and adjust and make adaptations to the environment where necessary.	All children access whole school environment, this includes, classrooms, toilets, outside learning areas and playground.	Daily	All children have access to the school environment.
Improve wayfinding (signage)	Review signage using visual symbols and clear language	Review ensures all learners and adults understand signage	Termly	All access and emergency evacuation is clear for all stakeholders.
Ensure outdoor learning areas remain accessible	Conduct annual SEND inclusion audit of outdoor provision	All children access whole school environment, this includes, classrooms, toilets, outside learning areas and playground.	Annual	All children have access to the school environment.
Support pupils with sensory needs	Establish sensory-friendly spaces and low stimulation environments	All pupils feel safe and comfortable in the school environment. Needs are met	Annual	All children have access to the school environment.

Emergency evacuation	Review Personal Emergency Evacuation Plans (PEEPs) annually	All pupils requiring a PEEP have one and all relevant members of staff know and understand the requirements	Annual (or as needed)	All children are able to evacuate the school/nursery in the event of an evacuation
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d) SENSORY ACCESSIBILITY

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Improve accessibility for pupils with sensory processing, autism spectrum conditions and communication needs.	Ensure all pupils with sensory needs are able to access support through: Visual timetables. Quiet spaces. Low arousal environments. Ear defenders. Regulation resources. Sensory audits of classrooms.	All children access whole school environment and the curriculum, this includes, classrooms, toilets, outside learning areas and playground.	Termly	All children have access to the school environment and curriculum.

e) DIGITAL ACCESSIBILITY

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Ensure digital communication is accessible for all families.	Ensure all parents/carers and families have access to digital resources and information if and when required through: • Accessible website design. • Screen-reader compatible documents. • Alternative formats available on request. • Translation support where required. • Use of clear language in communications.	All families have access to information through school support	Termly	All families have access to information through school support

f) PARENT/CARER ACCESSIBILITY

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
The school will take reasonable steps to ensure parents and carers with disabilities can fully participate in meetings, consultations, reviews and wider school life.	• Accessible meeting rooms. • Alternative communication formats. • Virtual meeting options. • Use of interpreters where required.	All parents/carers have full accessibility when required. Barriers to communication are eliminated	Annually	All parents/carers have full accessibility when required. Barriers to communication are eliminated

Written- September 2026

Reviewed- To be reviewed September 2027