



**Agreed: September 2025**

**Review: September 2027**

**Signed Andrew Sewell Headteacher**

**Signed Alison Barton Chair of Governors**

## **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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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.

Our school mission statements are:

**Working Together Success for All (Walcott)**

**Working Together With God's Help We Can All Achieve Great Things (Mrs Mary King's)**

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

Our 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 school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including, pupils parents/carers, staff and governors of the school.

## **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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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### 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 Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>• Staff have been provided with knowledge and resources to adapt learning for children with different needs</li> <li>• SEND provision draws on a wide range of professional advice from BOSS, Occupational Health, Educational Psychology Service etc to train staff and provide tailored advice.</li> <li>• Working with 'Thinking Matter' the school uses 'Thinking Frames' as a key tool for adaptation</li> </ul>	<p>Increase parental engagement and sharing of plans</p> <p>Training all staff how to adapt learning and to remove barriers to learning for pupils with Autism/ADHD/PDA</p>	<p>Termly meetings to share ISP targets including opportunities for parents to add their own comment and feedback</p> <p>Training from outside agencies. SALT, OT, EP. BOSS</p>	<p>SENDO Ms Edwards</p> <p>SENDO Ms Edwards</p>	July 2026	All parents of SEND pupils will have attended individual termly meetings. They understand their child's targets and how school is aiming to meet them.

<p>Improve and maintain access to the physical environment</p>	<ul style="list-style-type: none"> <li>• There are disabled parking bays marked on the roadside at MMK. At Walcott there is signage to be used should a disabled bay be needed.</li> <li>• There is a powered adjustable height changing bench in the disable toilet at Walcott.</li> <li>• There is a power operated front door at MMK</li> <li>• Both schools have level threshold access but at Walcott this is through the rear door.</li> <li>• There is a compliant ramp for access to the mobile classroom at WCT</li> <li>• Both schools have separate disabled toilets and smaller toilets for younger children.</li> <li>• Installation of ramp at front door, easy access door and or intercom at Walcott</li> </ul>	<p>Improve access to front door at Walcott (Long term)</p> <p>Improve access to class three at WCT (long term)</p> <p>Improve wheel chair access to class 2 at Mrs Mary King's</p> <p>Improve SEND resource areas at both schools to provide high quality areas for children to work in.</p> <p>Improve WCT classroom spaces to make them more suitable spaces for neurodiverse children</p>	<p>Install a ramped access, intercom or external bell.</p> <p>Widen door and remove drop in threshold. Dependent on structural design of wall</p> <p>Install ramp level access to double doors outside Class 2 at Mrs Mary King's</p> <p>Redevelop existing spaces: Woodland Suite at WCT Old library area at MMK</p> <p>Re decorate in new calmer colour scheme. Replace red chairs with blue ones when they become life expired. Reduce visual load through design of display materials and reduced clutter.</p>	<p>A Sewell Finance governors</p>	<p>Summer 2027</p> <p>No timescale due to very high cost and no identified budget</p> <p>No timescale due to very high cost and no identified budget</p> <p>Summer 2026</p> <p>Summer 2026</p>	<p>Both schools have sufficient space for disabled visitors to park or that parents can drop off close enough to the school</p> <p>New compliant ramp to double doors into garden area at Mrs Mary King's</p> <p>Walcott Woodland suite redeveloped for the use of SEND children. Consideration of lighting colours and furniture to create calm low stimulation area</p> <p>Mrs Mary King's old library area re developed as a space for SEND interventions. Consideration of colours, furniture and resources so</p>
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	<ul style="list-style-type: none"> <li>• Emergency signs are compliant and easy to read.</li> <li>• All WCT classrooms have air conditioning</li> <li>• Three of the four classrooms at MMK have air conditioning</li> </ul>		<p>Obtain quotes for front door ramp and intercom system. Contract out work and ensure compliance</p>		Autumn 2027	<p>that it is a calm low stimulation space</p> <p>Air conditioning installed in Class 1 at Mrs Mary King's</p> <p>Front door ramp and intercom allow for easier front door access at Walcott</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Induction loop in hall at MMK</li> </ul>	<p>Improve use of visual tools to support learners with SEND</p>	<p>Introduce pictorial or symbolic representations using Widgits within lesson resources. Use to provide adapted scaffolds for children who are visual learners</p>	<p>P Edwards (SENDCO)</p>	<p>Summer 2026</p>	<p>Use of Widgits will be embedded as an everyday tool in classrooms.</p>



## 4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Governing Body.

It will be approved by Governing Body

## 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
- › SEND Report
- › SEND policy
- › Supporting pupils with medical conditions policy