



Accessibility Plan - 2025-2028

Review cycle: Three Years

Last Review Date: June 2025

Next Review Date: June 2028

Staff responsible: SLT

Committee responsible: Main Board

(This policy applies to the whole School including EYFS)

(Willington School reserves the right to update all policies on a regular basis)



ACCESSIBILITY PLAN: 2025-2028

This plan outlines how Willington Prep School (the School) aims to improve access to education for pupils with disabilities as required by the planning duties in the Equality Act 2010.

Ethos and aims

Willington Prep School is committed to being an inclusive and welcoming community. We aim to ensure that every child can participate fully in all aspects of school life. The School is committed to providing an environment that enables full curriculum access, valuing and including all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Legislation and guidance

The School is committed to meeting legislative requirements, providing access and nurturing a culture of inclusion, support and awareness. 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 requires schools to make ‘reasonable adjustments’ for pupils with disabilities to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. The School’s [Special Educational Needs and Disability (SEND) Policy] sets out the School’s policy on reasonable adjustments.

The School will not treat disabled pupils less favourably and will make reasonable adjustments to avoid putting disabled pupils at a disadvantage. The School has regard to the need to allocate adequate resources for the implementation of this Policy.

Definition of disability and scope of the plan

A person is considered to have a disability under the Equality Act 2010 if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. (As defined by the Equality Act 2010) The School recognises that many children with additional needs do not identify as disabled but may still require thoughtful adjustments.

The School’s SEND & learning support outlines the School’s provision for supporting pupils with special educational needs and disabilities, and how we ensure equal opportunities for all our pupils, increased access to the curriculum, physical access to the school and access to information particular to pupils with SEND. This Accessibility Plan provides an outline of how the School will manage this aspect of the SEND provision.

Risk assessments are created as required to assist with accessibility along with personal emergency evacuation plans (PEEP)

This plan aims 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. The School recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities; we also respect the parents and child's right to confidentiality.

The School is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. Please see the schools Equal Opportunities Policy. In the preparation of an accessibility strategy, the Governing board will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The Headmaster, Bursar, SENDCo and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

The plan will be made available online on the school website.

Queries and complaints

Any queries in relation to the Accessibility Plan should be directed to the Bursar via email (bursar@willingtonschool.co.uk). The School's Complaints Policy covers the Accessibility Plan and will apply where concerns cannot be resolved informally.



THE ACCESSIBILITY AUDIT

1. The governing board will arrange for a regular Accessibility Audit to be undertaken by the SLT.
 2. The audit will cover the following three areas:
 - Access to the curriculum – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
 - Access to the physical environment – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
 - Access to information – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.
- 2a. When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:
- Ambulatory disabilities – this includes pupils who use a wheelchair or mobility aid
 - Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired
 - Visual disabilities – this includes those with visual impairments and sensitivities
 - Auditory disabilities – this includes those with hearing impairments and sensitivities
 - Comprehension – this includes hidden disabilities, such as autism and dyslexia
 - The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.
 - All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and through agreed discussions with their parents.
 - The actions that will be undertaken are detailed in the following sections of this document.



Feature	Description
No of Storeys	Currently 3 and a mezzanine level
Corridor Access	Corridor access is generally OK but there is no step free access to the Reception classrooms via the corridor.
Lift	New lift installed in April 2025 and serviced regularly
Parking	None on site
Ingress and Egress	Steps up to the front door. Disabled access at both ends of the building. Additional disabled access provided by Senior Playground.
Ramps	Reception classrooms.
Toilets	Disabled Toilet opposite Headmaster's Office and on the first floor.
Reception Area	Steps up to the front door. Disabled access at both ends of the building.
Internal Signage	Fire evacuation signage in each room in larger font; Different signs are in different colours.
Emergency Escape Routes	Escape routes meet building regulations. Termly evacuation drills take place.
Internal staircases	Chevron tape applied to first and last steps on all internal staircases, to highlight these steps when visibility is impaired.



LINKED POLICIES

This Plan will contribute to the review and revision of related School policies and procedures:

- a. School Development Plan
- b. SEND and Learning Support policy
- c. Curriculum policy
- d. PSHCEE policy
- e. Relationships and Sex Education policy
- f. Safeguarding & child protection policy
- g. Health & safety policy
- h. Behaviour policy
- i. Admissions policy
- j. Equal opportunities policy



Access to Curriculum – action plan

Target	Lead Staff	Timescales	Outcomes/Success Criteria	Complete
Learning aids to be produced Resources and information available to all staff to be built up on the SEND page of the staff hub to embed across the whole school	SENDCo	As required	Strategies and resources discussed at whole school INSET training (Apr 22) are available on the SEND page of the Staff Hub. made and available for use e.g., dyslexia friendly resources and resources for visually impaired pupils	In line with current pupil needs.
Increase the support available for children’s mental health wellbeing by introducing a trained ELSA and increasing provision each academic year., embedding the school counsellor provision, increasing the number of Mental Health champions in the school. The mental Health Lead to be an appointed stand-alone position line managed by Deputy Head Pastoral	DSL	As required	There are a number of trained mental health champions. Embed ELSA into the school with a designated room and timetable for the member of Staff. School counsellor in place supporting pupils most in need and as agreed with their parents.	
Intervention training for academic staff	SENDCo	As required	Strategies and resources discussed at whole school INSET training (Apr 22) are available on the SEND page of the Staff Hub.	In line with current pupil needs.



Termly learning support meetings to take place to assess and address pupil needs (where required).	SENDCo	As required	Pupil needs are reviewed and addressed.	In line with current pupil needs.
Training for teachers on differentiating the curriculum for disabled children as required.	Headmaster	As required	Teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.	ongoing
Staff trained to meet individual medical needs of pupils where applicable.	Bursar	Ongoing	Staff completed first aid training and the school has sufficient numbers of First Aiders across the school.	Administering Epi-pen training is complete.



Access to the Physical Environment – action plan

Target	Lead Staff	Timescales	Outcomes/Success Criteria	Complete
Disabled access toilet for pupils	Bursar working with Education Property Consultants	Ongoing through school CapEx projects	One disabled access toilet on the ground floor and first floor. Toilets across the whole school will be refurbished.	1 st floor disabled toilet completed Sept 2023. Top Floor toilets, including a disabled toilet, by September 2025
Improving disabled access to the school	Bursar working with Education Property Consultants.	Ongoing	Lift, Corridor width suitable for disabled access. Plans to move pupil bag storage from corridors into classrooms. Disabled access to the reception classrooms via external gates when the school kitchen is moved inside.	Kitchen project to be completed by Summer 2028 when current planning permission for temporary kitchen ends.
Improve the current alarm and security systems to have both visual and auditory alarms and accessed using a card system.	Bursar working with Fire Specialist Consultants	Ongoing	Visual alarms fitted	
Improved access to classrooms	Bursar	Ongoing	Each classroom door fitted with fire door stops enabling doors to be kept safely opened.	Completed



Access to Information – action plan

Target	Lead Staff	Timescales	Outcomes/Success Criteria	Complete
Understand the needs of pupils and ensure information is available in relevant formats <ul style="list-style-type: none"> ● Large print ● Braille ● Pictorial or symbolic representations ● Use of coloured papers ● Assistive hearing devices. 	SENDCo	As required	Pupils have access to curriculum information and all other school information in a format that meets their needs	In line with current pupil needs
Ensure Health and Safety signage is suitable for non-readers, is clear and well situated.	Bursar	Ongoing	Pupils are able to navigate the school regardless of any disability	Ongoing

Review period: Three years or sooner if the school is refurbished or major changes to the curriculum

Review by: SLT