



Woodchester Endowed Church of England (Aided) Primary School

‘Love, Learn and Flourish Together’

Our church school community seeks to inspire children and adults to love, learn and flourish together so we may become everything God has created us to be.

Accessibility Policy and Plan September 2023 – July 2026

Written by:
Review date:
Ratified by Governors:

Lynn Pennington (Headteacher)
September 2026
May 2023

Vision and Aims

Indeed, the body does not consist of one member but of many' (1 Corinthians 12; 14-16)

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1. Vision and Aims

Woodchester Endowed Church of England Primary School community seeks to inspire children and adults to 'Love, Learn and Flourish Together' so that we may become everything God has created us to be.

'Indeed, the body does not consist of one member but of many' (1 Corinthians 12; 14-16)

Woodchester Endowed Church of England Primary School community seeks to inspire children and adults to love, learn and flourish together so we may become everything God has created us to be. Our Christian vision is rooted in the desire to nurture the whole community, flourishing both now and in the future. It recognises that we are unique individuals, loved by God, each with our own strengths and talents to contribute. Our school aims to develop all children to their full potential through a wide variety of opportunities and experiences. Governors wish to ensure that all pupils have access to all areas of the life of the school and that everyone is treated fairly and with respect.

All we do is underpinned by our Christian vision and values and this involves providing access and opportunities for all pupils without discrimination of any kind.

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; 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 equipment which may assist pupils in accessing the curriculum within a reasonable time frame
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; this may include adding specialist facilities as necessary, improvements to the physical environment of the school and physical aids to access education within a reasonable time frame
- Improve the delivery of written information to disabled pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about school and school events; the information should be made available in various preferred formats within a reasonable time frame

The Accessibility Plan is available online on the school website and paper copies on request.

It is acknowledged that there will be need for ongoing awareness training for all staff in the matter of disability discrimination and the potential need to inform attitudes on this matter.

The school supports any available partnerships from the Diocese, Gloucestershire County Council and other external agencies to develop and implement the plan.

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

We have included a range of stakeholders in the development of this accessibility plan.

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. Where it is practicable to make reasonable adjustment to enable a prospective pupil to take up a place at our school, we are committed to providing those reasonable adjustments.

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3. Action Plan – This sets out the aims of our accessibility plan in accordance with the Equality Act 2010

WOODCHESTER ENDOWED CHURCH OF ENGLAND (AIDED) PRIMARY SCHOOL ACCESSIBILITY PLAN (3 Year Plan September 2023 – July 2026)						
Increase the extent to which disabled pupils can participate in the school curriculum						
Targets	Strategies	Timescale	Who	Success Criteria	Evidence	Impact
Increase staff and pupil knowledge and understanding of the needs of disabled pupils. Increase staff confidence, knowledge and understanding of a range of different disabilities to improve ensure children make excellent progress.	Extend and develop pupil texts that promote qualities, diversity and inclusion and promote specific reading area and availability of texts. Continuous professional development and close liaison with SENDCO and external agencies, including school nursing service, educational psychology service and advisory teaching service. Rigorous target setting and monitoring and pupil voice meetings Adaptation of curriculum for personalised needs of individual children where necessary.	By July 2024 and ongoing Ongoing Termly Ongoing	Literacy Lead Class teachers SENCO Staff/SENCO SLT/teachers Teachers/Tas	High quality teaching and learning for all pupils, including those with additional and specific needs. Staff confidence to meet needs improved and evidenced by positive outcomes and pupil voice.	Evidence of CPD and impact of this professional learning on teaching and learning for pupils. Positive impact from use of external agencies. Access to curriculum for all children with good progress being made by individuals.	

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Ensure participation in school visits to ensure access to a rich and engaging curriculum	Staff to check with trip providers and inform SENCO when organising a visit. Risk assessments to ensure all children can access trips. Use E-Visits (GCC on line visit planning platform)	Ongoing Ongoing	Teachers/SENCO/EVC	All pupils participate in a rich and engaging curriculum including visits and trips.	All pupils access and enjoy school visits and trips.	
Ensure PE activities are accessible for all and pupils are given opportunities to represent school.	PE curriculum adapted to meet the needs of all children. Liaise with Atlas Sports regarding Panathelon activities and sports events. Use different apparatus and sports equipment when necessary and adapt activities, e.g. for wheelchair users.	Ongoing Ongoing Ongoing	Teachers/teaching assistants/SENCO/Atlas Sports	All pupils participate in a rich and engaging PE curriculum including representing Woodchester at events.	Engagement in PE curriculum and access to events	

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Improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and experiences.						
Targets	Strategies	Timescale	Who	Success Criteria	Evidence	Impact
Implement and establish OPAL playtimes and lunchtimes to extend the range and quality of play including for children with additional needs.	Provide outdoor quiet spaces in the playground and increase variety of resources available to children.	18 months	Headteacher School Council OPAL mentor & working party MDSAs Tas/teachers FOWES (financial support)	Children are happy and engaged in purposeful activities during lunchtime and playtime.	Observations Pupil Consultations School Council Feedback	
Monitor and adapt the physical environment to improve accessibility and safety for all.	Undertake an annual audit of all access and exits of the school premises to identify problems and plan improvements. Ensure fire risk assessments are in place. Where necessary, seek specialist advice from outside agencies.	Ongoing	Headteacher School Council Governors	Adaptations to physical environment are made according to need.	Monitoring Pupil/staff voice Governor minutes	

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Improve the delivery of information to disabled pupils.						
Targets	Strategies	Timescale	Who	Success Criteria	Evidence	Impact
Written material for pupils available in alternative formats according to their specific need. Regular staff and pupil meetings for pupils who need additional support to access the curriculum. Develop staff awareness around use of IT and in regards to SEND.	Reduced/simplified texts, larger print size or visual representations. Explore other strategies, seeking advice from external agencies such as Educational Psychologist and Advisory Teaching Service. Use of a reader where appropriate. Using iPads, laptops, programmes to promote learning and accessibility in mainstream classes.	Ongoing	Class teachers Support staff SENDCO advice/external agency advisors	Both staff and pupils have a clear understanding of pupil's needs, attainment and progress. All pupils able to access information in a meaningful and appropriate way, leading to good learning outcomes.	Lesson visits Pupil voice Planning Learning Walks External agency advice	

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4. Monitoring Arrangements

This Accessibility plan will be reviewed and revised every three years but may be updated more frequently, if necessary. It will be reviewed by the governing body and Headteacher and the review will consider My Plan needs and outcomes, children's individual access plans that may be encompassed in EHCPs, data monitoring information and the priorities in the school Improvement Plan. The Accessibility plan will be available to all children, governors and parents to contribute to the review process at any time.

It will be approved by the governing body with the Headteacher.

5. Links with other policies

This accessibility plan links to the following policies and documents:

- Risk Assessment Toolkit
- Health and Safety Policy
- Equality Policy
- Special Educational Needs Policy and Information Report
- Supporting Pupils with Medical Conditions Policy

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