



WIDDEN
PRIMARY SCHOOL

Widden Primary School

Accessibility Plan

Widden Primary School is part of the Greenshaw Learning Trust.
The Greenshaw Learning Trust is a charitable company limited by guarantee registered in England and Wales, company number 7633694, registered at Greenshaw Learning Trust, ORU Sutton, Throwley Way, Sutton, SM1 4AF.

Widden Primary School Accessibility Plan

8th December 2025

This Accessibility Plan applies to Widden Primary School and all governors and staff must abide by the plan, which has been adopted in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust.

It is the responsibility of the Governing Body and Headteacher of the school to ensure that their school and its staff adhere to this plan. In implementing this plan, school staff must take account of any advice given to them by the GLT CEO and/or Board of Trustees.

This plan is subject to the GLT Equalities Policy and the Scheme of Delegation approved for the school. If there is any ambiguity or conflict then the GLT Equalities Policy and the Scheme of Delegation and any specific Scheme or alteration or restriction to the Scheme approved by the Board of Trustees takes precedence. If there is any question or doubt about the interpretation of this, the GLT CEO should be consulted.

Approval and review:

This plan is the responsibility of: SENDCo

This plan was approved by the Governing Body on: 08/12/2025.

This plan is due for review by: 08/12/2026

Widden Primary School Accessibility Plan

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, schools have had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to publish an Accessibility Plan showing how they plan to improve access progressively over time

A person is defined as having a disability by The Equality Act 2010 if they have:
“ a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities”.

This plan sets out the proposals of Widden Primary School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

1. increasing the extent to which disabled pupils can participate in the school curriculum;
2. improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
3. improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Widden Primary School’s Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

We are working within a national framework for educational inclusion provided by:

- Equality Act 2010
- The SEN Revised Code of Practice 2015
- The Disability Discrimination Act 1995 (amended for schools in 2001)

Widden Primary School

Widden Primary School is a large two form entry primary school with a nursery in inner city Gloucester with over 430 pupils on roll. The school serves a diverse and significantly underserved community, with in excess of 46 languages spoken and 38% of pupils in receipt of pupil premium. The school mobility is high with less than 66% having started Widden Primary School in year R. The school building houses children from year R to year 6 along one long corridor. It is single storey and within each year group there is a shared bay area for children to use for additional learning. Children often present with attachment difficulties, social and emotional difficulties, and health issues that stem from food insecurity, housing instability, and financial worries that can affect attendance, emotional well being, physical development and academic achievement. Many pupils live in overcrowded houses with little or no outdoor space.

School Vision:

Widden Primary School is 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 taking positive action and challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We aim to, as far as possible, remove those barriers and ensure that all pupils can take part in the day-to-day life in our school and benefit from the learning experiences we provide.

Our Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

PLANS TO INCREASE ACCESS TO EDUCATION FOR DISABLED PUPILS BY AREA:

1. INCREASING THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL 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 schools visits)

Plan	Impact	Resp	Y1 review	Y2 review	Final review
<p><i>Address the needs of pupils with Special Educational Needs and Disabilities (SEND) and those who use English as an Additional Language (EAL), through a resource and curriculum audit</i></p>	<p><i>Ensure inclusivity drives the curriculum from the outset Ensure enhanced learning outcomes for SEND & EAL pupils with a curriculum that meets need</i></p>	<p><i>Teachers SLT SENCOs Subject Leaders</i></p>	<p>A new curriculum has been introduced which was developed specifically for Widden and the context of our pupils to ensure it is reflective and inclusive in design.</p>		
<p><i>Improve outcomes for pupils with SEND through continued accurate identification of need, quality provision and secure tracking of progress</i></p>	<p><i>Pupils achieve targets set</i></p> <p><i>Expected progress is made by SEND pupils</i></p> <p><i>Tracking provides next step plans for pupils</i></p>	<p><i>Teachers SLT SENDCO</i></p>	<p>All pupils on the SEN register have a My Plan/ My Plan+. All have SMART targets to track small steps of progress. These are reviewed three times a year by teachers.</p> <p>SEN specific assessments for identified children with SEN are used to accurately track progress and inform planning.</p> <p>This will be further built upon for all pupils working below age related expectation this academic year.</p>		
<p><i>Continue to increase the range, quality and frequency of use of adaptations and scaffolds as regular practice</i></p>	<p><i>All pupils will have access to the same opportunities</i></p> <p><i>Pupils will be more positively engaged, with</i></p>	<p><i>Teachers SLT SENDCO</i></p>	<p>Regular CPD is ongoing to increase the range, quality and use of adaptations.</p> <p>For example, training has taken</p>		

	<p><i>higher levels of participation and improved behaviour</i></p> <p><i>Pupils will develop higher levels of independence and confidence</i></p>		<p>place for teachers and teaching partners on the use of scaffolds. MITA training is progress for teaching partners</p> <p>Pupil passports have been introduced which identify adaptations for children and are shared to ensure they are in place as regular practice.</p>		
<p><i>Implement and further develop targeted interventions to enable access to the curriculum and ensure, through tracking, maximum progress</i></p>	<p><i>Improved attainment and progress for SEND students</i></p>	<p>SENCO Teacher</p>	<p>New target</p>		
<p><i>Further increase representation of pupils with physical difficulties ie; participation in student voice activities, participation in extracurricular activities, student council etc</i></p>	<p><i>Pupil body representation will reflect its diverse nature.</i></p>	<p>SLT SENCO</p>	<p>New target</p>		
<p>All extra-curricular activities, trips and residential are planned to ensure they are accessible, within reasonable adjustments, to all pupils</p>	<p>All pupils can access extracurricular activities, trips and residential (within reasonable adjustments)</p>	<p>Lead for extra curricular activities</p>	<p>New target</p>		
<p>School improvement plan area 'every child a dreamer' allowing all children to access a wide and rich experience network, widening their future opportunities</p>	<p>All pupils can access a wide range of experiences to understand the world has no limits for them</p>	<p>DH</p>	<p>New target</p>		

2. IMPROVING THE ENVIRONMENT OF THE SCHOOL TO INCREASE THE EXTENT TO WHICH DISABLED PUPILS CAN TAKE ADVANTAGE OF EDUCATION AND ASSOCIATED SERVICES

Plan	Impact	Resp	Y1 review	Y2 review	Final review
<i>Specifically address the outdoor area in reception, building a climbing frame</i>	<i>Improve children's strength, coordination, agility and physical confidence</i> <i>Enable children to become healthy risk takers within a controlled environment</i>	<i>HT</i>	The reception outdoor area has been redeveloped and includes a climbing frame. Development of outdoor spaces for Nursery and Y1 are ongoing.		
<i>Ensure that paving slabs, kerbs, pathways etc. are maintained so they are level and smooth to avoid hazards and to provide wheelchair access.</i>	<i>No student or parent is impacted by a lack of accessibility to the building and environment</i>	<i>HT Site manager</i>	New target		

3. IMPROVING THE DELIVERY TO DISABLED PUPILS OF INFORMATION, WHICH IS PROVIDED IN WRITING FOR PUPILS WHO ARE NOT DISABLED

Plan	Impact	Resp	Y1 review	Y2 review	Final review
<i>Make available school brochures, school newsletters and other information for parents and pupils in alternative formats, if required</i>	<i>Parents and pupils feel fully involved in the life of the school and can access important information</i>	<i>SENDCO Teachers SLT Admin Team</i>	Information is available online through ClassDojo and MCAS to facilitate translation. Straightforward language and illustrations are used to ensure information is accessible. Widgit illustrations and common formats are used throughout the school to support understanding of text, for example for visual timetables and vocabulary slides in lessons.		

<p><i>Regular parent meetings that address the schools priorities and the needs of families with children of SEND pupils</i></p>	<p><i>Shared understanding of how to support pupils</i></p> <p><i>Parents become powerful advocates for their children</i></p> <p><i>Increased outcomes for pupils</i></p>	<p><i>SENDCO</i> <i>Teachers</i> <i>SLT</i></p>	<p>My Plans and Pupil Passports are shared with parents of all children on the SEND register.</p> <p>'Meet the SENCo' coffee mornings have been established to ensure parents have opportunities to gain information and share concerns.</p> <p>A parent survey for parents of children with SEND is planned to facilitate meetings that meet the needs of parents.</p>		
--	--	---	---	--	--