

# Waterwells Primary Academy **Accessibility Plan**

# Waterwells Primary School Accessibility Plan

**January 2026**

This Accessibility Plan applies to Waterwells 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: 03.02.26

This plan is due for review by: February 2027

## **Waterwells Primary 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 Waterwells 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.

Waterwells 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)

### **Waterwells Primary School**

Waterwells Primary is a 12 year old, single storey/ ground floor building with one additional outdoor POD building, accessible by built in ramp. It is a two-form entry Primary, with capacity for up to 420 pupils.

### **Waterwells Primary School vision for disabled pupils:**

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. The purpose of this plan is to show how Waterwells intends, over time, to increase the accessibility of our school for disabled pupils. Waterwells School is committed to providing an environment that enables full curriculum access that 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, as far as possible, to remove those barriers and ensure that all pupils can take part in the day to day life of the school and benefit from the learning experiences we provide.

Waterwells School 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
To ensure all staff are fully aware of the needs of all pupils who have an EHCP or are accessing SEND support	All staff support pupils appropriately.	SENDCo	Staff receive the SEND Register annually and every time there are changes. Regular in school communication.	Staff receive the SEND Register annually and every time there are changes. Regular in school communication. TP training sessions and access to pupil plans.	
Adaptations to the curriculum to meet the needs of individual learners.	Pupils can access the curriculum.	SENDCo Class Teachers	On-going all the time- responding to children's needs.	SEND graduated approach. On-going response to children's needs. Additional CPD has taken place around subject specific adaptations staff may use to meet pupil needs.	
Curriculum resources include examples of people with special educational needs and disabilities	Pupils appreciate and respect people with diverse needs.	SENDCo All Staff	On-going- achievements of people with needs are celebrated. Subjects reflect diversity and a range of needs and protected characteristics.	On-going- achievements of people with needs are celebrated. Subjects reflect diversity and a range of needs and protected characteristics.	
To review the attainment of pupils with SEND regularly through whole school tracking systems.	To be able to respond promptly to changes in attainment	SENDCo HT GB	This happens at least termly and is also covered through pupil progress meetings and intervention reviews.	This happens at least termly and is also covered through pupil progress meetings and intervention reviews.	
Effective use of resources & specialised equipment to increase access to the curriculum for all pupils	Pupils can access all of the curriculum.	SENDCo CTs	On-going- provision continuously looked at to respond to pupil needs.	On-going- provision continuously looked at to respond to pupil needs. Additional resources ordered as required.	
All out-of-school and extracurricular activities are accessible and planned to ensure the participation of the whole range of pupils	All pupils can access extra-curricular activities including clubs and trips.	All Staff	Yes- reasonable adjustments made to ensure inclusion.	Yes- reasonable adjustments made to ensure inclusion. Work with external providers regarding pupil plans and needs as	

				required. Tracking access to school extra curricular and pupil groups.	
Training for staff on increasing access to the curriculum for all pupils (including medical needs)	Staff are able to support all pupils to access the curriculum.	SENDCo HT	Training occurs regularly to support pupils access the curriculum. Medical needs training sourced when required.	Training occurs regularly to support pupils to access the curriculum (part of CPD strategy/annual planner). Medical needs training sourced when required (including when pupils transition to new year groups/ staff).	
Review deployment of Teaching Partners	TPs are deployed appropriately.	SENDCo HT/SLT	This happens at least annually and ongoing as required. It happens in response to CPD, staff changes, intervention changes and needs of the pupils.	This happens at least annually and ongoing as required based on pupil needs, data analysis and budget/resourcing.. It happens in response to CPD, staff changes, intervention changes and needs of the pupils.	
Pupil voice	Pupils feel listened to and respected and changes can be made to reflect their views	SENDCo HT	Pupil voice 'formally' heard at least 3 times per year for all subjects. Pupils listened to regularly in terms of their learning etc.	Pupil voice 'formally' heard at least 3 times per year for all subjects. Pupils listened to regularly in terms of their learning etc. Pupil surveys.	
Ensure all children can take part equally in whole school events, break time, lunchtime and after -school activities	All pupils are included in all areas of school life.	SENDCo HT	Yes- reasonable adjustments made for pupils with high needs who have barriers to accessing specific events.	Reasonable adjustments made for pupils with high needs who have barriers to accessing specific events and unstructured times.	

## 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
Ensure every subject has access to specialist equipment and furniture where necessary	No student has impaired access to learning as a result of a lack of equipment.	SENDCo HT	In place and on-going to reflect the changing needs of pupils.	In place and on-going to reflect the changing needs of pupils within our school. External agency support sought where applicable.	

Ensure that paving slabs, kerbs, pathways etc. are maintained so they are level and smooth to avoid hazards	No student is impacted by a lack of accessibility to the building and environment	HT Facilities	Site managers regularly inspect the site to ensure the building and environment is accessible for all. H&S walks.	Site managers regularly inspect the site to ensure the building and environment is accessible for all. H&S walks (termly) and an annual H&S audit take place. Access also reviewed as part of individual care plans/PEEPs.	
Fire and emergency evacuation procedures to be in place for those with additional needs.	No student is impacted during a fire/ fire drill etc.	SENDCo HT	All in place. PEEPs as required.	All in place (annually updated critical incident plan). PEEPs in place as required.	
Maintain safety for visually impaired pupils.	Visually impaired students are able to access all areas of the school site.	SENDCo HT	Yes- professional advice is sought and actioned for visually impaired pupils.	Yes- professional advice is sought and actioned for visually impaired pupils.	

### 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
Make available school brochures, school newsletters and other information for parents and pupils in alternative formats, if required	Parents and pupils feel fully involved in the life of the school and can access important information	HT	Actioned.	Available in electronic form via email, Class Dojo - online platform. Paper copies are also available. Review based on parental access needs.	
Ensure that DDA compliant signage is rolled out across the school	Signs are clear and understandable for the visually impaired.	HT	Actioned.	In place.	