



Wildmoor Heath School

Accessibility Plan

Wildmoor Heath School is part of the Greenshaw Learning Trust.

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Wildmoor Heath Primary School Accessibility Plan



January 2026

This Accessibility Plan applies to Wildmoor Heath 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: 26th January 2026

This plan is due for review by: 26th January 2027.

Wildmoor Heath 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 Wildmoor Heath 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.

Wildmoor Heath 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)

Wildmoor Heath Primary School

The original school building was built in 1863 and several extensions have been added. The school is a single storey building with some short staircases and ramps separating levels. Floor surfaces can be uneven. The school has an accessible toilet and shower facility in KS1. All classrooms are accessible by a wheelchair, using various external entrances, making it accessible for all pupils. All outdoor areas, including our Forest Schools area are fully accessible, with some ramps.

Wildmoor Heath School's vision for disabled pupils:

Wildmoor Heath 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, 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

Wildmoor Heath 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 that Individual Education Plans have been completed on a termly basis for pupils with SEN and disability.	On-going every term	CP	All teachers review and create new IEPs every term. Monitored by CM.	All teachers review and create new IEPs every term. Monitored by CM.	All teachers review and create new ILPs every term. Monitored by CP.
To ensure that resources are available to meet the needs of pupils with SEN and disability.	On-going every term	CP	Reviewed termly in Pupil Progress Meetings (PPMs). Monitored by CM.	Reviewed termly in Pupil Progress Meetings (PPMs). Monitored by CM.	Reviewed termly in Pupil Progress Meetings (PPMs) and fortnightly in Impact Meetings. Monitored by CP.
To ensure that teachers act on advice given by external professionals (e.g. Sensory Consortium).	On-going	CP	Teachers have regular meetings with CM. Monitored by CM.	Teachers have regular meetings with CM. Monitored by CM.	Teachers have regular meetings with CP. Monitored by CP.
To ensure that teaching and resources are appropriately adapted so that children with SEN and disability can access the curriculum.	On-going every lesson.	CP	Reviewed through half-termly Developmental Drop-ins (DDIs). Monitored by CM.	Reviewed through half-termly Developmental Drop-ins (DDIs). Monitored by CM.	Reviewed through half-termly Developmental Drop-ins (DDIs) and monthly learning walks. Monitored by CP.
To ensure that reasonable adjustments are made to trips and other enrichment activities.	On-going – when trips and activities are organised.	CP	Teachers consider reasonable adjustments for trips as required. Monitored by CM.	Teachers consider reasonable adjustments for trips as required. Monitored by CM.	Teachers consider reasonable adjustments for trips as required. Monitored by CP.

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
To review classroom allocation in light of physical and sensory needs. Rearrange seating and resources as appropriate.	New LED lighting fitted throughout the building in 2019/2020 has improved visibility for all.	CP/CV	Seating adjustments made as needed for certain children. Monitored by CM/CV.	Seating adjustments made as needed for certain children. Monitored by CM/CV.	Seating adjustments made as needed for certain children. Monitored by CP/CV.
Ensure that external steps and other trip hazards are painted yellow to increase visibility.	Regularly checked. New lines painted on steps spring 2020 and reviewed termly.	MM/PJ	New Year 6 classroom steps have been painted yellow (October 2023). Monitored by BW.	Monitored by BW.	Monitored by PJ.
To investigate the installation of visual fire alarms.	Renewal of the fire alarm system TBC.	MM	Fire system is regularly checked but not renewed yet.	Fire system is regularly checked but not renewed yet.	Fire system is regularly checked but not renewed yet.
To replace Interactive Whiteboards (IWB) with high-resolution touch screens.	New interactive TVs replaced projectors and units, completed August 2022. Vast improvement to legibility, reducing eye strain.	CV / CP	New screens are still working well. New Chromebooks being used for Computing to replace older technology (November 2023). Monitored by CV.	Screens are still working well. Chromebooks are now used for Computing lessons. Extra laptops are used for children with EHCPs. Monitored by CM / CV.	Screens are still working well. Chromebooks are used for Computing lessons. Extra laptops are used for children with EHCPs. Monitored by CP / CV.
To use contrasting paper/ font/ text size and / or books with coloured paper.	In regular use.	CP	Resources used as needed. Monitored by CM.	Resources used as needed. Monitored by CM.	Resources used as needed. Monitored by CP.
To improve disability access across the school.	Consideration for all building improvement work.	CV/MM/PJ	There are still stairs to classrooms and the library. Changes to classrooms considered for children who cannot use the stairs.	There are still stairs to classrooms and the library. Changes to classrooms or routes around the school are considered for children who cannot use the stairs.	There are still stairs to classrooms and the library. Changes to classrooms or routes around the school are considered for children who cannot use the stairs.

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
To ensure the website is written in user friendly language with as little complex vocabulary as possible.	New website launched September 2020 is regularly updated and offers comprehensive information about the school.	CV/CP	Website content refreshed in August 2023. Updated regularly by CV.	Website content refreshed in August 2024. Updated regularly by CV.	Updated regularly by CV.
Provide information via letter, newsletter, text, e-mail etc as accessible as possible.	School leaders and office staff use several methods to communicate with parents including letters, ParentMail, texts, e-mails, Facebook, online meetings, Edmodo learning platform, etc.	CV/CP	Conscious effort to improve communication since September 2023. New MIS system and parent communication system in place (Sep 2023).	Continually reviewed.	Continually reviewed.
Promote governor/staff vacancies by interviewing anyone with a disability who meets the job requirements.	When vacancies arise, all candidates are considered on merit and experience.	CV/CP	All candidates have been considered.	All candidates have been considered.	All candidates have been considered.