

Whitleigh Community Primary School

Accessibility Plan

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Whitleigh Community Primary School Accessibility Plan

Date Published: 05/10/2026

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 Whitleigh Community 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.

Whitleigh Community 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)

Whitleigh Community Primary School

School Context and Overview

Whitleigh Community Primary School is an inclusive primary school located on a shared educational campus. The school caters to pupils aged 2 to 11 (including Nursery and Early Years through Key Stage 2), serving a diverse local community with a strong commitment to high-quality adaptive teaching and pastoral support for pupils with Special Educational Needs and Disabilities (SEND).

The main teaching classrooms are structured across two storeys. Upper-floor classrooms are fully

accessible via internal lifts and clear, wide stairwells with continuous handrails and high-visibility step markings.

The building features full step-free access to all shared spaces, including the main hall, dining facilities, gym space, and library, allowing all pupils to move freely between learning environments.

All classrooms offer direct level access to outdoor play areas. All external grounds—including playgrounds and outdoor learning spaces are step-free and fitted with sloped ramp access, ensuring complete site-wide accessibility for wheelchair users and pupils with mobility impairments.

Whitleigh Community Primary School vision for disabled pupils:

Whitleigh Community Primary School 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 our the school and benefit from the learning experiences we provide

Whitleigh Community Primary 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**
Increase targeted training to teaching staff on adaptive teaching strategies, assistive technologies (e.g., text-to-speech software, screen readers), and creating accessible learning materials (e.g., dyslexia-friendly fonts, high-contrast slides)	Increased independence for pupils. Pupils independently access key stage curriculum content alongside peers, leading to increased academic progress, higher engagement levels, and reduced reliance on adult support during standard classroom tasks.	SENDCo All staff			
Further increase representation of students with physical difficulties ie; participation in student voice activities, participation in extracurricular activities, student council etc	Student body representation will reflect its diverse nature.	Subject leaders SLT			
Out of school activities are planned to ensure the participation of the whole range of pupils. To improve access, look to provide specialised or adapted equipment to support participation.	All disabled pupils safely participate in residential trips, cultural visits, and curriculum outings without barrier or exclusion, experiencing equal access to experiential learning opportunities.	SLT			
Ensure pupils have access to ICT equipment to support inclusive	No student has impaired access to learning as a result	Health professio			

technology to meet the needs of disabled learners. Appropriate training will be provided to ensure effective use of equipment.	of a lack of equipment.	nals SLT			

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 that all areas of school building and grounds are accessible for all children and adults and to continue to improve the access of the physical environment for all. Our school, despite being on two levels, has various ramps and a lift to ensure accessibility for all. Conduct annual audits to identify structural barriers. Ensure access to the Play Trail allows children with disabilities to access in a safe manner.	Pupils with physical disabilities and mobility impairments navigate the school grounds safely, independently, and with dignity, ensuring punctual arrival at lessons and school events. The environment is adapted to the needs of pupils as required. This includes: • Lifts. • Corridor width. • Disabled parking bays. • Disabled toilets and changing facilities.	SLT/MITIE			
Maintain parking system to provide close parking for parent/carers and pupils with disabilities to be dropped and	Parents/carers are able to park closer to the school and safely transition.	SLT			

collected to and from school safely.					

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 accessible alternative formats, if required	Disabled pupils and parents with sensory or learning impairments receive essential school information simultaneously with their peers, enabling independent learning and active parental engagement in school life.	SLT			
Ensure that DDA compliant signage is rolled out across the school	Signs are clear and understandable for the visually impaired.				