



# Watermill School

## Accessibility Plan

(Policy links: Equality and Diversity Policy)

Policy Information		
Policy Author: Jennifer Lomas, Head teacher. Helen Clayton Assistant Headteacher Governing Board approval date/date policy is in effect from: September 2022. Amended and approved July 2025		
Review information:	Summary of amendments	Date of next review:
Date: <b>September 2023</b> Name of reviewer/s: A Clewlow/J May	Amended format Added legal section Added current position. Re-structured ongoing developments and created targets.	<b>September 2026</b>
Date – June 2025	Policy authors changed to new Headteacher and assistant headteacher Changes to Intent 1, target 3 – curriculum.	<b>September 2026</b>

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities have towards disabled children and young people;

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory- it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Public bodies, including FE institutions, LA, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and when carrying out their functions must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. They must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.’ (SEND code of Practice 2014).

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. (SEND code of Practice 2014)

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing legislation, including the Disability Discrimination Act.

According to the equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to- day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The plan must be reviewed every three years and approved by the Governing Body.

It is a requirement that the school’s Accessibility Plan is resourced, implemented and reviewed and revised as necessary.





## Accessibility Plan

Intent	Current Position	Ongoing Development	Targets 2023-2026
Increasing the extent to which pupils with disabilities can participate in the school's curriculum.	<ul style="list-style-type: none"> <li>• Liaising with external services and agencies regarding individual pupils (physical, sensory, learning, behaviour)</li> <li>• Using specialists (Teachers, Educational Psychologist, Physiotherapists/Medical Professionals etc.) to support learning and to give pastoral and inclusion support</li> <li>• Ensuring that where appropriate, pupils have access to national and internal assessments facilitated by provision of extra time, readers etc.</li> <li>• Provision of specific, specialist resources, available to support individual pupil needs</li> <li>• Setting a clear learning intent which is differentiated for individual pupils.</li> </ul>	<ol style="list-style-type: none"> <li>1. Identify and address areas of need in lesson planning and delivery in line with the implementation of the EQUALS curriculum.</li> <li>2. Ensure access to technology that is appropriate for pupils with disabilities e.g. communication aids, assistive technology, sensory regulation resources.</li> <li>3. Continue to review and update the curriculum offer so that it fully meets the specific needs of our pupils within each learning pathway.</li> <li>4. Enhance the use of communication aids and strategies.</li> </ol>	<ol style="list-style-type: none"> <li>1. Development points to be identified as part of the school's quality assurance process (learning walks/scrutiny, subject leader/peer to peer reviews and audits), then actioned.</li> <li>2. Review of the school technology strategy and CPD for staff as appropriate, especially around the use of assistive technology.</li> <li>3. Develop and embed the underlying principles of the EQUALS curriculum, reviewing the pathways in line with changes to the cohort of pupils.</li> </ol>

	<ul style="list-style-type: none"> <li>• Ensuring that EHCP outcomes/interim targets are followed and evidenced using Evidence for Learning</li> <li>• Using the Progress Points/Early Years Framework/ASDAN Programme/Entry Level 1-3/ Engagement Model/ Stepping Stones and PLG's where appropriate to measure progress and achievement of individual pupils</li> <li>• Taking full advantage of the enrichment opportunities available within school and outside school to provide educational visits that are accessible to all pupils</li> <li>• Using a range of teaching methods and styles to facilitate access for all pupils</li> <li>• Making every effort to enhance inclusion at all times.</li> <li>• Creating a culture of understanding and tolerance so that all ability groups and all disabilities are accepted as part of our school community.</li> <li>• Targeted and whole school interventions to support emotional well-being</li> </ul>		<p>4. CPD for staff around different communication aids including Makaton, Communication books and communication devices. See details in accessible information section</p>
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Improving the school's physical environment to increase the extent to which pupils with disabilities can take advantage of the education, benefits, facilities or services provided or offered by the school.	<ul style="list-style-type: none"> <li>• The school building is fully accessible for pupils with physical difficulties</li> <li>• The outside play areas are flat or have ramp access, making all areas accessible</li> <li>• Wheelchair access throughout pupil accessed areas</li> <li>• Accessible car park spaces in front of the entrance to the front door of the school.</li> <li>• Dropped curbs where required</li> <li>• Ramps to outside areas, library and the lodge.</li> <li>• Disabled/accessible toilet facilities available with wheelchair access.</li> <li>• Adapted/specialised furniture provided to meet individual needs.</li> <li>• Private room spaces to enable confidential meetings to take place with SENCo, staff, support agency staff and parents.</li> <li>• Space for small group work and individualised work for targeted learners.</li> </ul>	<ol style="list-style-type: none"> <li>1. Ensure that access to school buildings and site can meet diverse pupil needs</li> <li>2. Ensure that classrooms have appropriate equipment for disabled pupils e.g. hoists, height adjustable tables etc.</li> <li>3. Identify needs and actions for future improvements with relation to individualised equipment</li> </ol>	<ol style="list-style-type: none"> <li>1. Ensure all new areas are considered accessible – adapting toilets to make them into hygiene suites and making specialist classroom spaces more accessible for whole class learning.</li> <li>2. Equipment is reviewed regularly in collaboration with the NHS Physiotherapy team.</li> <li>3. Risk assessments to be in place for all school owned equipment. Equipment to be considered at the point of accepting a pupil place regarding requirements.</li> </ol> <p>Site staff to attend training to keep up to date with procedures (e.g. the swimming pool)</p>
Improving the delivery to pupils with disabilities of information that is readily accessible to pupils without disabilities.	<ul style="list-style-type: none"> <li>• Visual timetables, information, signage, instructions are supported by signs and symbolic communication throughout the school</li> <li>• Multiple methods of communication are used throughout the school depending up on the pupil's needs</li> </ul>	<ol style="list-style-type: none"> <li>1. Ensure a clear structure for the use of visual support to enhance learning for the whole school community</li> </ol>	<ol style="list-style-type: none"> <li>1. Ensure 'Widgit online' is used throughout the school to display visual representations of signs, information and instructions. Use of Makaton in appropriate classes</li> </ol>

Improvements in the provision of information in a range of formats for disabled pupils	<ul style="list-style-type: none"> <li>Dojo, website updates and use of the school app to inform parents of events and give other information.</li> </ul>	<ol style="list-style-type: none"> <li>Develop structure and strategies for pupils with sensory processing difficulties e.g. sensory resources, sensory diet</li> <li>Continue to embed a consistent, whole school approach to meeting communication needs e.g. Makaton, Communicating using symbols, assistive communication devices</li> </ol>	<ol style="list-style-type: none"> <li>Sensory assessments to be reviewed for existing pupils and assessments completed for new pupils when appropriate, with action plans/strategies in place.</li> <li>Ensure effective working groups such as the Communication working group are taking place and having a positive impact.</li> </ol> <p>CPD for all staff to embed our whole school approach</p>
<p><u>Further Actions:</u></p> <ul style="list-style-type: none"> <li>To further develop and embed the EQUALS curriculum in the learning pathways from September 2025</li> <li>To continually deliver essential CPD training to staff as part of our CPD calendar</li> <li>To share information brochures with parents and develop workshops/drop in coffee morning to support parents, particularly with the use of communicating using symbols and Makaton</li> <li>To continue to monitor provision and practice across the school and provide coaching and support for staff, where identified, to ensure appropriate and quality provision is in place.</li> </ul>			