

# St Wilfrid's CofE Primary School Accessibility Plan 2025-2028

## Improve and maintain access to the physical environment

Target	Strategies	Timescale	What will success look like?
To be aware of the access needs of disabled children, staff, governors and parents/ carers	<ol style="list-style-type: none"> <li>1. Ensure the school staff &amp; governors are aware of access issues ('access' meaning 'access to' and 'access from')</li> <li>2. Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process</li> <li>3. Ensure staff and governors can access areas of school used for meetings</li> <li>4. Organise annual survey re accessibility to gather insight from the wider school community</li> <li>5. Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired</li> </ol>	<ul style="list-style-type: none"> <li>• April 2025 and then for every new member of the school staff and governors</li> <li>• Accessibility audit in January 2025 and then repeated in 2026 and 2027)</li> <li>• Survey in June 2025 and repeated in June 2026 and 2027</li> <li>• PEEPs created and reviewed as required</li> </ul>	<ul style="list-style-type: none"> <li>○ SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs.</li> <li>○ All staff &amp; governors are confident that their needs are met.</li> <li>○ Continuously monitored to ensure any new needs arising are met.</li> <li>○ Parents have full access to all areas of school</li> <li>○ PEEPs are prepared and reviewed as individual needs change</li> </ul>
Maintain safety for visually impaired people	<ul style="list-style-type: none"> <li>○ Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges</li> <li>○ Check exterior lighting is working on a regular basis</li> <li>○ Put black/ yellow hazard tape on poles at end of play equipment to help visually impaired children, if appropriate</li> <li>○ Check flashing beacons that signal fire alarm activation regularly</li> <li>○ Updates signs around the school to support children and visitors</li> </ul>	Annually (as part of accessibility audit in January 25/26/27, and as new children join the school throughout the year	<ul style="list-style-type: none"> <li>○ Visually impaired people feel safe in school grounds. Yellow edges and flashing beacons to be monitored as needed throughout the school year.</li> </ul>

Ensure there are enough fire exits around school that are suitable for people with a disability	<ul style="list-style-type: none"> <li>○ Ensure staff are aware of need to keep fire exits clear</li> <li>○ Produce plan for improving the fire exit from the small hall.</li> </ul>	<ul style="list-style-type: none"> <li>○ Annual Accessibility audit in January 25/25/26</li> <li>○ Plans in place and works completed by end of 24/25 academic year</li> </ul>	<ul style="list-style-type: none"> <li>○ All disabled personnel and pupils have safe exits from school.</li> </ul>
Accessible car parking	<ul style="list-style-type: none"> <li>○ Disabled members of staff and visitors have a place to park in the staff car park near the Office entrance</li> <li>○ The doors into the main school can be opened to allow people with mobility issues/ wheel chairs to access the main school building</li> <li>○ Car park markings to be updated to ensure they are clearly visible.</li> </ul>	<ul style="list-style-type: none"> <li>○ Annual Accessibility audit in January 25/26/27</li> <li>○ Car park markings to be updated in August 2025</li> </ul>	<ul style="list-style-type: none"> <li>○ There is a place for disabled members of staff and visitors to park throughout the school day.</li> </ul>

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## Increase access to the curriculum for pupils with a disability

Target	Strategies	Timescale	What will success look like?
All school visits and trips need to be accessible to all pupils	<ul style="list-style-type: none"> <li>Ensure venues and means of transport are vetted for suitability</li> <li>Develop guidance on making trips accessible</li> </ul>	<ul style="list-style-type: none"> <li>As required when booking school trips</li> <li>January 2025</li> </ul>	<ul style="list-style-type: none"> <li>All pupils are able to access all school trips and take part in a range of activities</li> </ul>
Review PE curriculum to ensure PE is accessible to all pupils	<ul style="list-style-type: none"> <li>Review PE curriculum to include disability sports</li> <li>Adaptions for children to be shared with all teachers</li> </ul>	January 2025	<ul style="list-style-type: none"> <li>All pupils have access to PE and are able to excel, for example via support from an adult</li> <li>Teachers have adaptions for PE document to support PE teaching</li> </ul>
Ensure disabled children can take part equally in extra-curricular activities	<ul style="list-style-type: none"> <li>Discuss with staff/companies who run out of school clubs, and people running other clubs after school. Support would need to be available – especially after school</li> </ul>	January 2025	<ul style="list-style-type: none"> <li>Disabled children feel able to participate equally in out of school activities.</li> </ul>
Ensure support staff have specific training on disability issues to ensure the curriculum is inclusive.	<ul style="list-style-type: none"> <li>SENCo, Heads of Infants and Juniors to monitor curriculum planning each term to determine how inclusive the learning resources and tasks are and action any improvements required</li> </ul>	Termly	<ul style="list-style-type: none"> <li>Raised confidence of support staff</li> </ul>
Ensure disabled children can move from classrooms to the hall	<ul style="list-style-type: none"> <li>Make sure the corridor leading up to the hall is clear of obstructions</li> </ul>	On-going	<ul style="list-style-type: none"> <li>Disabled children can get to the hall from the classrooms</li> </ul>

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## Improve the delivery of information to pupils with a disability

Target	Strategies	Timescale	What will success look like?
To ensure ALL children/staff/visitors can access the information required.	<ul style="list-style-type: none"><li>○ Audit all written information and gather feedback from parents/carers</li><li>○ Audit website to identify potential accessibility issues.</li></ul>	<ul style="list-style-type: none"><li>○ June 2025 as part of the parent/carer audit</li><li>○ September 2025 and each year after.</li></ul>	<ul style="list-style-type: none"><li>○ Outcomes of audit demonstrate continued improvement and feedback from families has been actioned.</li></ul>