

Accessibility Plan 2025-26

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provide
- Improve the availability of accessible information to disabled pupils

William Patten is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. 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 plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

AIM	CURRENT PRACTICE	OBJECTIVES	ACTIONS	PERSON RESPONSIBLE	TIME FRAME	SUCCESS CRITERIA
The school is committed to creating an inclusive learning environment that anticipates and accommodates the diverse needs of all pupils, including those with disabilities.	<p>Sensory-friendly classroom strategies are embedded in teaching and learning, such as use of soft lighting, visual timetables, noise-reducing materials, and calming breakout spaces 'Regulation Stations'</p> <p>Pupils with identified sensory processing needs have access to a sensory diet incorporated into their timetables and access to tools such as ear defenders, fidget aids, or sensory circuits.</p> <p>Adjustments to transitions, seating arrangements, and task formats are made to reduce sensory overload and support regulation.</p>	<p>To provide proactive, flexible learning environments that minimize barriers caused by sensory sensitivities.</p> <p>To reduce the need for reactive interventions by embedding sensory-supportive strategies as standard practice.</p> <p>To support pupils' engagement, self-regulation, and ability to access and participate in the full curriculum.</p>	<p>Apply UDL principles to classroom design by offering multiple means of engagement (e.g., choice in activities, sensory breaks), representation (e.g., visual aids, tactile materials), and expression (e.g., verbal, written, practical tasks).</p> <p>Equip learning spaces with sensory-friendly materials and furnishings e.g. cushioned area in Regulation Station, personal workstations</p> <p>Ensure all staff are trained in understanding sensory processing</p>	<p>SENDCo / Inclusion Lead – Coordinates UDL-based environmental adaptations and training.</p> <p>Class Teachers / Teaching Assistants – Implement classroom-based sensory strategies.</p> <p>SLT – Support funding, resourcing, and policy development for inclusive environments.</p> <p>External Professionals (e.g., OT, Educational Psychologist) – Provide guidance on specific pupil needs and best practices.</p>	<p>Staff training: Initial training with annual refreshers and induction for new staff.</p> <p>Environmental reviews: At the start of each academic year and as needs arise.</p>	<p>Pupils with sensory processing needs are able to remain in class and participate in lessons with reduced need for withdrawal or additional support.</p> <p>Staff report increased confidence in adapting environments and managing sensory needs.</p> <p>Learning environments consistently reflect UDL principles</p> <p>Parents and pupils express positive feedback about accessibility and inclusion.</p>

			<p>and in implementing inclusive practices rooted in UDL.</p> <p>Collaborate with occupational therapists and SEND specialists to assess and adapt environments and routines.</p>			Improved pupil engagement, regulation, and academic progress among those with identified sensory needs
<p>Increase Access to the Curriculum for Pupils with a Disability</p> <p>Focus: Supporting Pupils with Type 1 Diabetes</p>	<p>Pupils with Type 1 diabetes have individual care plans developed in collaboration with healthcare professionals and families.</p> <p>A designated member of staff is employed to manage day-to-day care and respond to treatment needs promptly.</p> <p>Pupils are only removed from the classroom for medical care when absolutely necessary, to avoid disruption to learning.</p> <p>Staff are trained to recognize symptoms and respond appropriately to diabetes-related needs.</p> <p>Adjustments are made to timetables, breaks, and</p>	<p>To ensure pupils with Type 1 diabetes have full and uninterrupted access to the curriculum.</p> <p>To manage medical needs effectively without compromising learning time or access to enrichment activities.</p> <p>To maintain a safe and supportive environment where medical care is</p>	<p>Continue to implement and review individualized care plans for pupils with Type 1 diabetes.</p> <p>Maintain employment of a dedicated staff member to oversee diabetes care and ensure timely intervention.</p> <p>Provide ongoing staff training in diabetes awareness and emergency procedures.</p>	<p>SENDCo / Inclusion Lead – Oversees care plans and ensures curriculum access.</p> <p>Designated Medical Support Staff – Provides daily care and monitoring.</p> <p>Class Teachers / Teaching Assistants – Implement strategies to support access in the classroom.</p> <p>Senior Leadership Team (SLT) –</p>	<p>Care plans: Reviewed termly or as needed based on medical updates.</p> <p>Staff training: Annually and upon the arrival of a new pupil with diabetes.</p> <p>Monitoring curriculum access and pupil participation: Ongoing, with formal reviews at pupil</p>	<p>Pupils with Type 1 diabetes are accessing the full curriculum with minimal learning time lost due to medical care.</p> <p>Medical incidents are managed promptly and effectively with minimal disruption to the pupil's education.</p> <p>Staff demonstrate confidence and competence in supporting pupils with diabetes.</p>

	participation in activities to ensure inclusion.	delivered discreetly and efficiently	<p>Monitor and minimize time out of class related to medical needs.</p> <p>Ensure full inclusion in physical education, school trips, and extracurricular activities through appropriate adjustments.</p>	<p>Ensures staffing and policy compliance.</p> <p>Parents / Healthcare Professionals – Contribute to the development and review of care plans</p>	progress meetings and SEND reviews	Pupils feel safe, supported, and included in all school activities, including PE and trips.
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Disabled toilets and changing facilities • Edges of stairs marked with white line • Advice sought from specialist teacher for the visually impaired for child in Year one and child in Year 5 • Pupils with visual impairment to be provided with adapted resources including enlarged text and access to IWB slides 	<p>Further adaptations to playgrounds for pupils with a visual impairment</p> <p>Ensure systems are being used to meet needs of current pupils</p>	<p>Add brightly coloured safety markings to playground equipment</p> <p>Liaison with specialist teachers for the deaf and visually impaired and facilitation of regular monitoring visits</p>	<p>School business manager/SENCo</p> <p>SENCo/Specialist Teacher for the Visually Impaired</p>	<p>Autumn 1</p> <p>Autumn 1</p>	<p>Pupils with low vision have equal and safe access to the playground and equal access to learning</p> <p>Equal access to the curriculum for pupils with hearing and visual impairments.</p>

	<p>through a handheld device</p> <ul style="list-style-type: none"> • Advice sought from specialist teacher for the deaf regarding adjustments to the classroom environment in EYFS • PEEPs (Personal Emergency Evacuation Plans) are prepared and reviewed for pupils as necessary 	<p>Ensure all children with disabilities can be safely evacuated from building in the event of an emergency (ensure all staff are aware of their responsibilities). Children to have PEEP's if needed.</p>	<p>Provision of lap top/iPad for use by two children with VI to mirror IWB</p> <p>Review evacuation plan and develop PEEPS where needed</p>	<p>SLT/SENCo Specialist teacher for the deaf/SENCo/EYFS lead</p> <p>School Business Manager/SENCo/SLT</p>	<p>Summer term 2025 in advance of new academic year and ongoing throughout the year</p>	<p>Pupils with disabilities can be safely evacuated.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Sound field systems • Pictorial or symbolic representations (widget) • Makaton (Basic signs) 	<p>Increase level of signage with pictorial/symbolic representations around the school</p> <p>Develop use of Makaton</p>	<p>Audit of signage to be undertaken, need for additional signage to be identified and supplied</p> <p>Re-introduce Makaton word of the week in EYFS initially</p> <p>Specialist teacher for the deaf to</p>	<p>SENCo/School business manager</p> <p>SENCo/SaLT</p>	<p>Autumn term</p>	<p>Pupils with disabilities have improved access to the school environment.</p>

			deliver training to EYFS team	Specialist teacher for the deaf	Autumn term	
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4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the governing board, Helen McNulty SEND Governor, Karen Law Head teacher

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5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Inclusion policy
- Special educational needs (SEN) information report
- Medical Needs Policy

