

WALFORD NURSERY & PRIMARY SCHOOL



ACCESSIBILITY PLAN

Reviewed: February 2026

Date for Review: February 2029

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Statement:	Accessibility plan
This statement was approved:	May 2026
This statement will be reviewed:	May 2029
Governor committee responsibility:	School Business Committee

Walford Nursery & Primary School

At Walford Nursery & Primary School, our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

At Walford Nursery & Primary School, we are aware that we have a general duty under the Equality Act (2010) to:-

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
- advance equality of opportunity between persons who share a relevant protected characteristic and those who do not;
- foster good relations between persons who share a protected characteristic and those who do not.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

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 structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

Walford Nursery & Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional

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and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Walford Nursery & Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The aims of this Accessibility Plan are to:

- continue the development of our inclusion agenda and increase access to the curriculum for all pupils with disabilities;
- set up systems to involve any disabled people who are involved in the life of the school in future consultations;
- make the whole school building more accessible for use by any pupils, staff, parents, carers and visitors who might otherwise find access difficult.

The Accessibility Plan contains relevant and timely actions to:

- increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils (if a school fails to do this they are in breach of their duties under the Equalities Act 2010). 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 – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- improve and maintain access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- improve the delivery of written information to pupils, staff, parents / carers and visitors with disabilities. Examples might include: hand-outs, timetables, textbooks and information about the school and school events. This information should be made available in various preferred formats within a reasonable timeframe.

The Walford Nursery & Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs (SEND) Policy
- Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the school, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and, therefore, some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The current range of disabilities within Walford Nursery & Primary School

- The school currently has children with a range of disabilities which includes learning difficulties, autistic spectrum disorder, cerebral palsy, hearing and visual impairments and physical difficulties. When children enter the school with specific disabilities, the school liaises closely with the previous school as well as the relevant Local Authority teams for assessments, support and guidance for the school and parents.
- We have a few children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms / school office.
- Some children have allergies or food intolerances. Some children have epi-pens and all staff are trained to administer these.
- All medical information is collated and available to staff.
- We have competent First Aiders who hold current First Aid certificates which are updated regularly.
- All medication is kept in a secure place which has easy access for First Aiders and staff members.
- Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded.
- Currently the school is not fully accessible for wheelchair users, however, should the need arise, the school will endeavour to make reasonable adjustments as necessary.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the School Business Committee.

The Accessibility Plan may be monitored by Ofsted during inspection processes in

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relation to Schedule 10 of the Equality Act 2010.

Approved _____

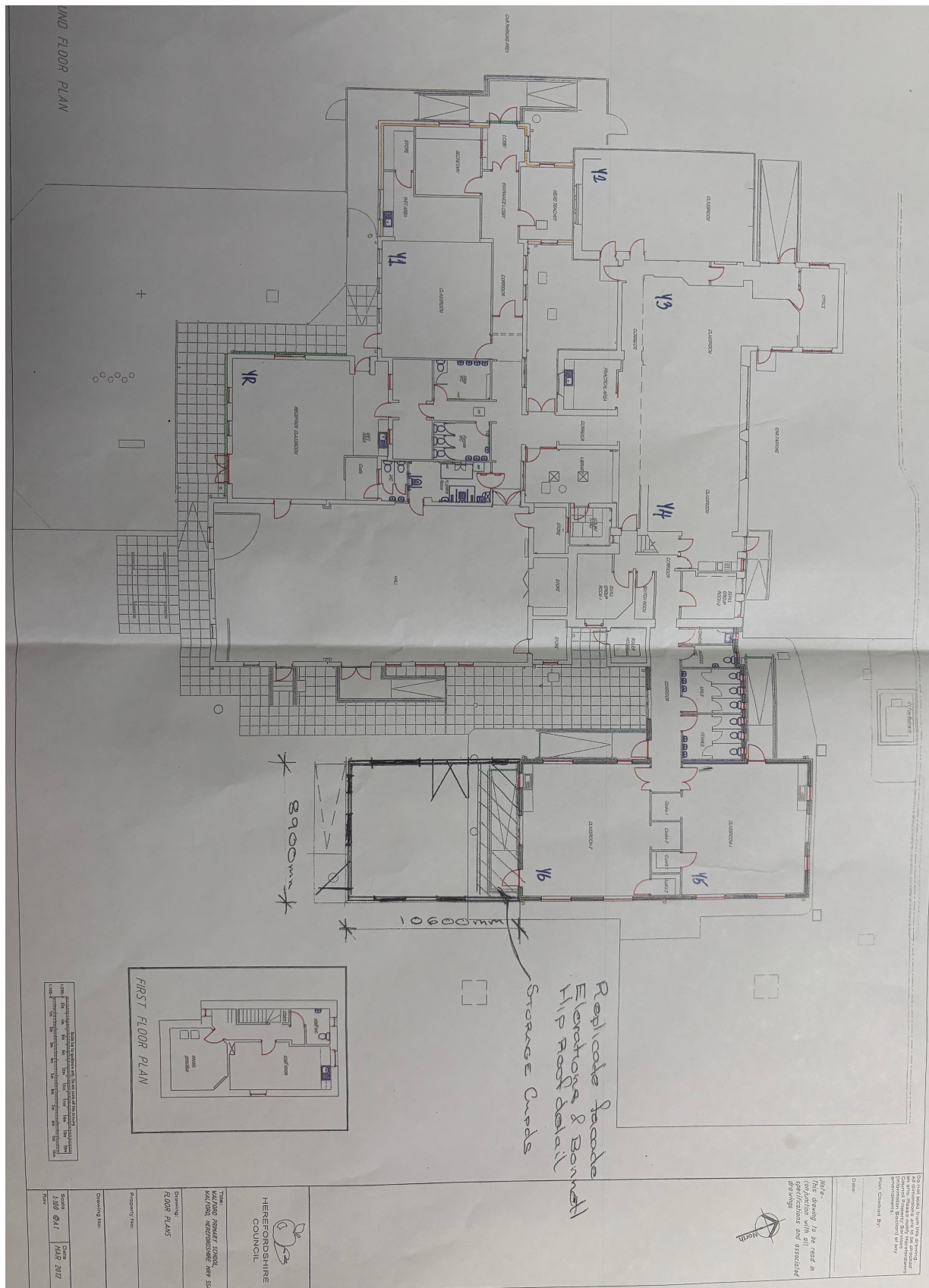
Date _____

It is a requirement that the school's Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- **The Governing Body**
- **Headteacher**
- **SLT**
- **SENCo**
- **School Business Manager**
- **Site Manager**

A plan of the school buildings showing areas of accessibility is shown below



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Action Plan CURRICULUM – To ensure that the curriculum is accessible for all pupils regardless of any barrier to learning that may exist.

Action	Success Criteria	Time Scale	Staff	Cost	Monitoring / Evaluation
To measure the impact of interventions	Teachers / SENCo audit current interventions and their success/impact on progress. Provision mapping used effectively across all year groups.	Ongoing	SENCo Class Teachers	Resourcing costs of identified areas to develop	
Classrooms are organised and all appropriate additional equipment to be provided to promote the participation and independence of all pupils	Carry out an audit of resources /QFT to ensure that lessons are planned to meet the needs of all pupils in the class.	Ongoing	SLT SENCo Class Teachers	Possible resource implications where gaps are identified	
Staff training in the creation, implementation and review of Provision Maps and monitoring systems	SENCo to deliver staff training to teaching staff.	Ongoing	SENCo Class Teachers	Not applicable	
Ongoing CPD for teachers and support staff to enable them to develop inclusive practice and meet the needs of children with a range of SEND.	On-going SENCo / staff training where possible to identify gaps in knowledge and seek external advice if necessary.	Ongoing	SLT SENCo Class Teachers	Cost of training	

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Continue to liaise with external agencies to improve provision for SEND pupils.	Improved inclusion for children with SEND.	Ongoing	SENCo	Cost determined by case.	
Ensure that all children are able to access all out-of- school activities e.g. clubs, trips, residential visits. Review of out-of-school provision to ensure compliance with legislation.	Every child participates in an out-of-school club. Trips and clubs are accessible to all children.	Termly check on club attendance	SENCo Class Teachers	Cost for children to attend clubs / trips if necessary.	
To meet the needs of individual children during statutory tests (Year 1 Phonics Screening, Year 2 SATs, Year 4 Multiplication Tables Check & KS2 SATs)	Children working at the level are able to access tests. Children achieve the best possible outcomes in statutory tests. Applications for extra times, readers, early opening, special consideration are completed before deadline.	Deadlines set by STA.	SLT Class Teachers	Time to assess and prepare documentation	

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Action Plan COMMUNICATION – To ensure effective communication between home, school and other members of the school community.

Action	Success Criteria	Time Scale	Staff	Cost	Monitoring / Evaluation
All school communications for parents (letters, brochures, website, etc.) to be made available in alternative formats/languages.	All parents feel involved. Parents are fully informed about school events.	Ongoing	Admin SLT	Extra resources as necessary including translation costs.	
Ensure that parents who are unable to attend school, because of a disability or another reason, can access parents' evenings. Staff to hold parents' evenings by phone, Teams or send home written information.	Parents are fully informed about their child's progress and attainment.	Ongoing	SLT Class Teachers	N/A	
To continue improving communication for any hearing / visually impaired members of the school community.	All members of the school community are able to access school events – assemblies, etc.	As appropriate	Admin SLT	N/A	

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Action Plan PHYSICAL ENVIRONMENT – To ensure that all areas of the school building and grounds are accessible for all children and adults associated with the school.

Action	Success Criteria	Time Scale	Staff	Cost	Monitoring / Evaluation
Continue to audit accessibility of school buildings and grounds as needs of pupils and members of the school community change.	School grounds will be fully accessible to all members of the school community.	Ongoing	SLT	Cost of adjustments	
Ensure any 'new build' projects are physically accessible for everyone.	All new building work is fully accessible to all members of the school community.	Ongoing	SLT	Building costs	

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Action Plan EQUALITY AND INCLUSION – To raise awareness of equality and disability.

Action	Success Criteria	Time Scale	Staff	Cost	Monitoring / Evaluation
Continue to provide training for governors, staff, pupils and parents/carers.	Raised awareness of equality and inclusion.	Ongoing	SLT	Cost of training as necessary	
SEND Policy to be reviewed.	Policies will be updated in line with government guidance to reflect any issues relating to disability and equality.	Summer 2026 Annually	SLT SENCo	Time	Governing body to ratify policies.
Equality Policy to be reviewed.	Policies will be updated in line with government guidance to reflect any issues relating to disability and equality.	Spring 2026 Annually	SLT	Time	Governing body to ratify policies.
To ensure that all policies consider the implications of equality.	Policies reflect current legislation.	As policies are reviewed	SLT Subject Leaders	Time	Governing body to ratify policies.

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