

WEXHAM COURT PRIMARY SCHOOL

Accessibility Plan

2026 - 2029



Date Approved: Spring 2026

Date for Review: Spring 2029

Approved By: Full Governing Body & Head Teacher

WEXHAM COURT PRIMARY SCHOOL

ACCESSIBILITY PLAN

Preparing every child to become a successful individual in an ever evolving world.

Build belonging, Strive for excellence and Do the right thing.

At Wexham Court Primary School we are proud of the diversity of our students and staff and are committed to promoting a positive and inclusive culture in which all are valued and supported to fulfil their potential irrespective of their age, disability, race, religion, beliefs, sex or sexual orientation. We acknowledge that we are all influenced by implicit bias, or the stereotypes that unconsciously affect our decisions and that this can negatively impact traditionally marginalised and disenfranchised students. In all areas of our school, we strive to understand and appreciate all aspects of diversity, equality and inclusion and proactively adapt our school policies and procedures accordingly.

1. Purpose

This plan outlines how Wexham Court Primary School will:

- Increase disabled pupils' participation in the curriculum.
- Improve the physical environment to better support disabled pupils.
- Enhance the delivery of accessible information to disabled pupils.

Our commitment is to ensure all pupils, regardless of disability, can fully access education, facilities, and opportunities.

We define our disabled pupils as those with:

- Physical disabilities, including ambulatory, dexterity, visual and auditory difficulties as well as hidden disabilities such as diabetes and other chronic conditions.
- Learning, emotional, social, behavioural and mental conditions as well as hidden disabilities such as dyslexia and autism.

2. Key Objectives

- Ensure disabled pupils are fully included and making good progress.
- Identify and remove barriers to participation in school life and the curriculum.
- Collaborate with pupils and families to tailor support and provision, including EHCPs where necessary.
- Increase staff confidence and expertise in supporting disabled pupils.
- Monitor recruitment and employment practices to ensure equality for disabled adults involved with the school.

3. THE EQUALITY ACT 2010

- The plan complies with the Equality Act 2010 and the SEND Code of Practice.
- We make reasonable adjustments to prevent disabled pupils from being at a substantial disadvantage.
- Staff and governors understand their responsibilities under the Equality Act to avoid discrimination and promote inclusion.

3.1 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. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010.

3.2 All those who work in the school as employees or volunteers recognise their duty under the Equality Act 2010:

- Not to discriminate against disabled pupils in admissions or exclusions, or in the provision of education and associated services.
- Not to treat disabled pupils less favourably.
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- To publish an accessibility plan.

4. KEY STAFF AND GOVERNORS

4.1

Inclusion Lead: Rajdeep Dhamrait (Deputy Headteacher)

- Oversees SEND and inclusion strategies.
- Leads staff training and accessibility plan implementation.
- Monitors effectiveness and reports to governors regularly.

Governors receive termly updates on SEND and annual reports on accessibility progress.

4.2 The SEND information report can be accessed through the website or this link.
<https://www.wexhamprimary.com/attachments/download.asp?file=5573&type=pdf>

Our plan is based on the three main tenets of the DFE statutory advice 2014

5. Accessibility Focus Areas

5.1 Curriculum Access

- Educate disabled pupils alongside peers wherever possible.
- Regular curriculum reviews to ensure accessibility and inclusivity.
- Early identification of needs and specialist interventions.
- Staff training on SEND strategies and raising pupil awareness about disabilities.
- Flexible arrangements for exams and school activities.

5.2 Physical Environment

- Accessibility audits every three years to identify necessary improvements.
- Maintain ramps, handrails, evacuation chairs, and accessible parking.
- Provide customised furniture and equipment.
- Create quiet areas and sensory spaces such as a sensory garden and outreach rooms.

5.3 Information Delivery

- Use accessible learning resources tailored to individual needs.
- Employ digital technologies to diversify information formats.
- Provide large prints, audio books, tactile resources, and appropriate signage.
- Use strategies like spaced learning, think-pair-share, and processing time to support learning.

6. Supporting Disabled Adults

- Adjustments and access improvements also support disabled staff, parents, and governors.

7. Monitoring & Review

- This plan will be reviewed every three years or sooner if needed.
- Progress and updates will be reported to the Governing Body.

This is a true version signed by

Andrew Parry, Chair of Governors

Signed:

Date:

Miss N Mehat, Headteacher

Signed:

Date:

Review date: Spring 2029

