ST WINEFRIDE'S SCHOOL
Founded 1868

St. Winefride's

Accessibility Plan

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 provided
- Improve the availability of accessible information to disabled pupils

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.

St. Winefride's School is committed to and has high ambitions for all its pupils, responding to their diverse needs and expecting them to participate and achieve in every aspect of school life.

St.Winefride's School is an inclusive school with a non-selective entry policy. We focus on the well-being and progress of every child and aim to provide an education which is sensitive to individual needs and accessible to all children regardless of any additional identified need. We utilise a range of strategies to challenge children and provide support to overcome barriers to learning as and when necessary.

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, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff and the Trustees of St. Winefride's School.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

3. Action Plan

This Action Plan sets out the aims of our Accessibility Plan, in accordance with the Equality Act 2010.

Increase access to the curriculum for pupils with a disability			
Good practice	Sensory and Physical Needs	Social, Emotional and Mental Health	Communication and Interaction
• Our school offers an adapted curriculum for all pupils. • We use resources tailored to the needs of pupils who require support to access the curriculum. • Curriculum progress, including those with a disability, is monitored. • Targets are set effectively and are appropriate for pupils with additional need, these are set out in their PCP. • We review our policies on a continuous rolling programme to ensure that our ethos, values and vision are reflected.	• We work in partnership with the Local Authority to ensure that we are supporting our pupils with a visual/hearing impairment. • Pupils start time/ home time may be altered to allow a pupil to navigate the corridor when it is less crowded. • TA's receive training online for Speech & Language Therapy as and when needed. • Provision of the 'Cool Kids' programme for individuals with tendencies of DCD through interventions, or as recommended by Occupational Therapists.	• Personalized reward systems. • End of Year Tests Access Arrangements – extra time/scribe/reader are arranged for pupils with SEND. • An allocated Key Person for specific pupils so that they have a nominated member of staff to go to when they are experiencing distress.	• Visual timetables provided. • Wobble cushions are bought by parents. • Withdrawal, or support from a nominated TA, to attend whole-school events such as assemblies. • Use Prowise laptop/iPad to help translate for EAL students. Also for reading by the use of Twinkl Rhino Readers and accompanying resources. • Use laminated Twinkl resources as wordbanks for EAL pupils.

• The curriculum is reviewed to ensure it meets the needs of all pupils, including those with EAL. • Our curriculum resources (e.g. Power points) include examples of people with a disability. • Children with dyslexia/dyslexic tendencies are offered an intervention using 'Beat Dyslexia' or SNIP or interventions mentioned in their dyslexia report. • All clubs and visits are made accessible to all children.	• We have a resource base of sensory fiddle toys to support our pupils.		

Objectives	Actions	Responsible	Due date	Success?
• All staff to have training by Jane Bannington on the 'Zones of Regulation'	• Training completed by Jan 2023	LD, LR	July 2023	All staff to have a display of the Zones of Regulation in their classroom to be used daily. This is being rolled out across the school.
• By July 2023, develop knowledge and skills to support mental health in school.	• SENCO to recommend resources for teachers	LR, GL	July 2024	Ongoing

Improve the delivery of information to pupils with a disability				
Objective	Actions	Responsible	Due date	Success?
• Our school uses a range of communication methods to ensure information is accessible. This includes; internal signage, large print resources from the sensory inclusion team, pictorial or symbolic representations.	• All classrooms to have a visual timetable displayed. • All interactive boards are to have a pale blue or yellow background.	All staff All staff	March 2021 March 2021	This has been successful Staff have implemented this.
• Where appropriate, other methods of providing written information will be sourced including, if required, coloured paper / overlay, Braille, interpretation, amanuensis, loop-audio system and one-to-one	• Source coloured overlays and paper to keep in the Cove.	LD	March 2021	

support from a Teaching Assistant.				
• The seating position for pupils with impaired vision and hearing will continue to be managed to benefit the individuals.	• Staff to be aware of pupils this affects in their classes and organise seating positions accordingly.	All staff	Jan 2021	• Ongoing

Improve and maintain access to the physical environment				
Objectives	Actions	Responsible	Due date	Success?
• The environment is adapted to meet the needs of pupils as required.	• Regular maintenance of the school site to ensure facilities are maintained to a suitable standard.	• RG, LR	Ongoing	• Ongoing
• The environment is adapted to meet the needs of pupils as required - this includes one PEEP produced for 2 pupils at present.	• Review of the PEEP process for pupil with EHCP and appropriate training for staff.	• RG to train staff on PEEP process and keep all informed.	July 2023	• Ongoing

4. Management, co-ordination and implementation

The Senior Leadership Team will liaise with Class Teachers and TAs to re-evaluate the extent of provision required, both generally and for individual pupils.

Staff meetings will be used for regular review and update.

The Head will review strengths and weaknesses of systems used in school.

EYFS and Key Stage Class Teachers will liaise with partner nursery/secondary schools to identify pupils' needs in advance of their admission to St. Winefride's School or transition to secondary.

Inclusion opportunities in clubs will be carefully monitored.

5. Monitoring arrangements

This document will be reviewed every 2 years but may be reviewed and updated more frequently if necessary.

It will be approved by the Headteacher and reviewed with the Trustees at least once a year.

6. Links with other policies

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

- Risk Assessment policy
- Health & Safety policy
- Special Educational Needs Policy (SEND)

Last reviewed March 2023
Last reviewed Jan 2026

Appendix 1: Accessibility Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	SW is set over multiple storeys with steep steps throughout the site.	NA as the layout of the buildings cannot be changed.	NA	
Corridor access	SW is predominantly a 1800's building with narrow corridors on several floors.	NA as the layout of the buildings cannot be changed.	NA	
Entrances	All entrances require a couple of steps to be navigated to gain entry.	NA as entrances cannot change due to being on a protected site (conservation area).	NA	
Toilets	Toilets are available throughout SW.	• Review accessibility for disabled access to toilet facilities • Review access for trans/ non-binary pupils in case the need arises in the future – this is now the Y5 toilet adjacent to the stairs up to Y1	• SLT and Trustees	Completed Summer 2021
Emergency escape routes	Emergency escape routes to be reviewed to take into account mobility issues and disability access.	• Trustees to review emergency escape routes	• SLT and Trustees	Completed Summer 2021
Internal signage	Emergency escape routes are clearly sign posted with high visibility signage.	• Review whether signage could be made larger and brighter to support visual impairment	• SLT and Trustees	Completed Summer 2021