

Whitwell Primary School



Accessibility Plan 2026-2027

Adopted on 26.03.26

Signed _____

Chair

Date	Author	Any changes made?
03.05.2018	SLT	<i>Reference to 'Equality Information & Objectives' added plus first review undertaken.</i>
01.05.2019	SLT	<i>Associated Accessibility Action Plan reviewed and updated.</i>
29.04.2021	SLT	<i>Associated Accessibility Action Plan reviewed and updated.</i>
05.05.2022	SLT	<i>Associated Accessibility Action Plan reviewed and updated.</i>
25.04.2024	SLT	<i>Associated Accessibility Action Plan reviewed, updated and shared.</i>
01.05.2025	SLT	<i>Paragraph added re: SEN. Associated Accessibility Action Plan reviewed, updated and shared.</i>
26.03.2026	SLT	<i>No changes – to be reviewed upon need. Linked policy dates updated</i>

Introduction

This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10 of the Equality Act 2010 relating to disability. The Governing Board is accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

This Accessibility Plan ensures that the school continues to improve all aspects of the physical environment of the school site, the curriculum and written information so that all pupils with a disability can take full advantage of the education and associated opportunities provided by Whitwell Primary School.

Definition (Equality Act 2010)

“A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term effect on his or her ability to carry out normal day to day activities.”

An impairment is to be taken to affect normal day-to-day activities if it affects:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or move everyday objects
- Speech
- Hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

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.

Objectives

Whitwell Primary School is a fully inclusive school which 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 and cultural needs. The school is 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.

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

The Accessibility Plan will contain relevant actions to:

- Improve awareness of equality and inclusion for all members of the school community.
- Improve access to the physical environment of the school site and make reasonable adjustments to the physical environment of the school and will provide physical aids to enable pupils to access all aspects of education.
- Increase access to the curriculum for pupils with a disability, ensuring that pupils with a disability are as equally prepared for life as are their able-bodied peers. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs and educational visits. It

also covers the provision of specialist aids and equipment, which may assist these pupils to access the curriculum.

- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. This information will be available in different formats within a reasonable time frame.

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

- Accessibility Action Plan March 2026
- Behaviour Policy Jan 2024
- Health & Safety Policy March 2025
- School Improvement Plan Ongoing 2025-27
- SEND & Inclusion Policy January 2026
- Teaching & Learning Policy Feb 2019
- Intimate Care Policy Feb 2026
- Equality Information & Objectives May 2025

Reasonable Adjustments

Schools and education authorities have had a duty to provide reasonable adjustments for disabled pupils since 2002: originally, under the Disability Discrimination Act 1995 (the DDA 1995); and, from October 2010, under the Equality Act 2010.

The duty to make reasonable adjustments applies only to disabled people. For schools the duty is summarised as follows:

- Where something a school does places a disabled pupil at a disadvantage compared to other pupils then the school must take reasonable steps to try and avoid that disadvantage.
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.

Monitoring and Review

The Accessibility Plan will be published on the school website and will be monitored by the governors' Resource Committee.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Further guidance can be found in the following documents:

'The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities' May 2014 – published by the DfE

'Reasonable Adjustments for Disabled Pupils - Guidance for Schools in England' 2015 – published by the Equality and Human Rights Commission