

WREN PARK PRIMARY SCHOOL



WREN PARK ACCESSIBILITY PLAN 2025

Policy Name:	Wren Park Accessibility Plan 2025
Frequency of Review:	Three Yearly

Next scheduled review: Spring 2028

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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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.

Wren Park Primary School is dedicated to treating all stakeholders—pupils, prospective pupils, staff, governors, and members of the school community—fairly and inclusively. We take reasonable steps to avoid placing anyone at a substantial disadvantage and actively work to remove or minimise barriers to learning for disabled pupils in collaboration with their families and relevant outside agencies. As part of the school's continued communication with parents, carers, and other stakeholders, we regularly look at ways to improve accessibility through receiving feedback, engaging in parental discussions, and learning from experiences that could be improved "next time round."

Our commitment to equality and inclusion aligns with the Public Sector Equality Duty (PSED) as we strive to eliminate discrimination, advance equality of opportunity, and foster positive relationships among individuals of all backgrounds. Guided by seven principles, we emphasize the equal worth of all learners, celebrate diversity, promote mutual respect, cultivate belonging, uphold equitable practices for staff, maintain high expectations for all students, and improve outcomes for the most vulnerable. These values, rooted in international human rights standards, reflect our mission to create an inclusive, cohesive school community where every child can learn, achieve, and participate fully in school life.

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.

Derby City Council supports accessibility in schools through its commitment to inclusivity and compliance with accessibility regulations. Please see further information on their website - [Equality and diversity - Derby City Council](#)

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.

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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Hidden Disability

We understand that some children have "hidden" disabilities (which may or may not be diagnosed) and where they may not be vulnerable or disadvantaged through physical access they may be at risk due to social,

emotional and learning disability including Autism, Asperger's Syndrome or Attachment Disorder, which makes learning and inclusion more challenging for them. Wren Park aims to support these children in their inclusion and access to resources and curriculum so that they achieve make good progress and outcomes.

Access may in the form of additional support, resources or individual or group interventions within school with support from other services or through an EHCP.

We aim to make our school inclusive for all of the children who attend and to ensure we are aware of their individual needs and to make all reasonable steps to support them through physical access as well as access to the full curriculum and opportunities that are open to all children.

Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

1. Increase access to the curriculum for pupils with a disability

Targets	Strategies	Timescale	Responsibility	Success Criteria
To look at potential intake for following term/year to identify training needs.	Work closely with new parents and feeder nurseries to discuss needs of new EYFS starters. Pupil passports completed by current teachers and parents before transition days. Regular training provided across school for current needs	Annually by June	EYFS teachers, teachers, SENDCO, SLT	School is aware of any children due to start school who may have additional needs and plan to ensure full accessibility. Staff have clear understanding of new pupils needs. Training empowers staff, helping them feel more confident in their curriculum delivery and how to meet the needs of their pupils. New Reception children's needs identified through discussion with parents and nursery providers.
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Annually	Headteacher	All policies clearly reflect inclusive practice and procedure.
Ensure support staff have specific training to support the delivery of tailored curriculum	Identify training needs at regular meetings	Annually and as and when needed	SENDCO	Raised confidence of support staff Ongoing training of support staff; Zones of Regulation, Team Teach, Trauma and attachment, Widgits communication board, Panda Approach, Autism Aware Impact of delivery on pupils academic and social progress.

Adapt the curriculum to respond to the social and emotional needs of individuals and cohorts	Identify needs and use research to springboard adaptations.	Annually	SENDCO PSHE lead SLT	Pupils PSHE and personal development programme is adapted to suit need. Positive impact on wellbeing and behaviour.
Review the curriculum areas to ensure pupils values with regards to protected characteristics are fully developed	Identify resource to support pupils understanding of the protected characteristics	Annually	Curriculum Lead, SLT, SENDCO	Pupil receive Picture News class discussion each week, British Values scheme of work each half term. Pupils demonstrate values and behaviours that reflect tolerance, empathy, respect and an understanding of individual rights. Pupils can explain what the protected characteristics are. Displays demonstrate these values.
To audit access to digital resources to ensure pupils can access the curriculum fully.	Training for key leaders. Coaching of staff. Appropriate tools and APPS on I-pads Digital adaptations document.	Ongoing	Computing lead SENDCO	Pupils can access a variety of tools to support learning and recall. Evidence on I-pads/within planning/talking to pupils/observing lessons.
To continue to offer a broad and balanced curriculum for all pupils. Tailoring the needs of pupils who require support to access the curriculum.	Regular training is provided to all staff on new initiatives and arising needs of pupils. To review and maintain long term and medium term targets. Curriculum resources and reading books include examples of people with disabilities and use of widgeits communication tool. Curriculum progress is tracked for all pupils including those with a disability.	Ongoing	SLT SENDCO FGB All staff	The SENCO, teacher and TA's receive regular training on a wide variety of strategies to ensure that we are able to cater for the needs of all the children. All practice is reviewed termly within the framework of the SENCO meetings with the TA's and teachers.

<p>To make all staff aware of the Disability Discrimination Act (DDA) and the range of identified disabilities.</p>	<p>Disability at Work-staff training</p> <p>Staff Awarenees on unconscious bias – February INSET 2025</p>	<p>Ongoing</p>	<p>HT SENDCO</p>	<p>Staff are fully aware of the DDA and their responsibilities.</p>
<p>To make all staff aware of the National Curriculum Inclusion Statements e.g. Setting suitable learning challenges; Responding to Pupil’s diverse learning needs; Overcoming potential barriers to learning and assessment for individual and groups of pupils. To ensure all staff use these to inform differentiated planning and provision across the school.</p>	<p>Yearly updates/training for all staff</p> <p>Regular updates for all staff on needs of pupils with SEND</p> <p>TA timetables and interventions to be reviewed by the SENCO on a regular basis</p> <p>Meetings with parents and children 3 times per year for those children on MEPs without EHCPs.</p> <p>Children with EHCPs to have annual reviews on top of 3 meetings per year with parents and children.</p>		<p>HT SENDCO SLT FGB</p> <p>SLT SENDCO Teaching staff</p>	<p>Planning and teaching is differentiated and accessible to all pupils. The use of a creative and skills based curriculum that allows for different learning styles. Children given equal access to all curriculum subjects. SEND children should make at least expected progress.</p> <p>Interventions carried out are effective and changed as necessary.</p> <p>Intervention Impact Tables are collated on the school server and analysed by the SENCO</p> <p>Training for all staff has been given</p>
<p>To audit interventions across school</p>	<p>Teaching and learning scrutinies/learning walks completed</p> <p>Intervention Impact tables completed and updated on a regular basis by teaching staff</p> <p>SENCO to keep staff up to date with new resources and initiatives to aid interventions</p> <p>SENCO meet with TAs to discuss intervention impact and delivery on a termly basis</p> <p>INSET/Staff meeting needs identified and delivered</p>			

2. Improve and maintain access to the physical environment

Targets	Strategies	Timescale	Responsibility	Success Criteria
To review regularly and maintain the physical environment of school	<p>The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site. LA notified of any changes, progress or work carried out</p> <ul style="list-style-type: none"> - Maintain access routes to allow ease of access - Classroom environments are planned accordingly to pupil/staff needs - Fire routes are kept clear and children know safe routes 	Ongoing	Site manager, Head teacher, School Business Manager, All Staff	School is accessible to all entering. Classroom environments are accessible and meet the needs of all pupils
Maintain and highlight the space for physically disabled drivers to park within school	To maintain a disabled parking space immediately outside. In the short-term signage should be purchased and put out when necessary.	Summer 2025	Site Manager School Business Manager	A designated space is allocated for disabled driver
Maintain disabled toilets, changing facilities and lifts	To clean and maintain the disabled toilets, changing facilities and lifts. To make sure these areas are on a rota for cleaners and site manager to check daily/weekly	Summer 2025	Site Manager, School Business Manager	A designated toilet and changing facilities are available. Lift in working under.
Maintain safe access for visually impaired people	<p>The edges of all steps to be regularly painted with textured yellow paint.</p> <p>Grab rails to be provided throughout school where necessary.</p>	Annually	Site manger	School is accessible for visually impaired pupils, staff and visitors.

Ensure all disabled people can be safely evacuated	<p>a) Ensure there is a personal emergency evacuation plan for all disabled pupils.</p> <p>b) Ensure all staff are aware of their responsibilities in evacuation by being aware of all individual needs</p> <p>c) If a person uses a wheelchair/frame they must be in a classroom suitable to a safe emergency exit.</p>	Annual	SENDCO, Headteacher	<p>All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation.</p> <p>Disabled people in wheelchairs can be evacuated quickly and safely.</p>
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3. Improve the delivery of information to pupils with a disability

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Signage around school to be in other languages, including British Sign Language	Plans for a welcome sign in reception – need to decide which languages to use.	Autumn 2025	SLT	All people feel they are welcome in school
To ensure all communication is accessibility for all parents/carers	Website and do-jo translation Review demographic of families moving to Wren Park	Annually	School Business Manager	<p>Parents and carers can access all communication.</p> <p>Translation on website and do-jo.</p> <p>Individual needs are met on a bespoke basis.</p>

Review 2024

Strand	Review
Physical Access	<p>The review indicates that all children, adults and visitors to the site can access all classrooms and the playground areas.</p> <p>Assistance is still required for access to the school field, due to the grass slope. This is under Governing Body review.</p> <p>Disabled access for welfare (e.g. toilets) are all suitable for use. However, we currently do not have facilities, such as changing tables or hoists, for children who require a greater level of personal care and help with mobility.</p>
School Curriculum	<p>Staff received training and updates on DDA.</p> <p>Staff review own intervention impact.</p> <p>Training to be given for a range of SEND needs at staff meetings. SENCO to decide upon theme depending upon children's needs and staff requests.</p>
Access of Information	<p>Monitoring of Class Dojo has enabled us to identify parents who may require additional support with communication.</p> <p>New website provides accessibility function such as translation, change text - font and size</p>
	Date: 20th January 2025

Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. The Headteacher, Mr. Buckley, will review it.

The governing board will approve this document.

Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality Policy and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy
- Relational behavior Policy
- Teaching and Learning Policy
- Critical Incidents Policy
- The Local Offer
- School Development Plan