



Wrestlingworth Infant and Dunton Junior  
C of E Schools Federation

WRESTLINGWORTH CofE  
INFANT SCHOOL  
Accessibility Plan

**Reviewed by:**

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**Review Cycle:**

3 years

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## Contents:

### [Aims of the Accessibility Plan](#)

1. [The accessibility audit](#)
2. [Planning duty 1: Curriculum](#)
3. [Planning duty 2: Physical environment](#)
4. [Planning duty 3: Information](#)

## Aims of the Accessibility Plan

This plan outlines how Wrestlingworth Cof E VC Infant School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

## The accessibility audit

1.1. The governing board will undertake an annual Accessibility Audit.

1.2. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.

- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
  - **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.
- 1.3. When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:
- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
  - **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
  - **Visual disabilities** – this includes those with visual impairments and sensitivities
  - **Auditory disabilities** – this includes those with hearing impairments and sensitivities
  - **Comprehension** – this includes hidden disabilities, such as autism and dyslexia
- 1.4. The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.
- 1.5. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.
- 1.6. The actions that will be undertaken are detailed in the following sections of this document.

## **Planning duty 1: Curriculum**

<b>Ambulatory disabilities</b> – this includes pupils who use a wheelchair or mobility aid	
In Place	Access to outside learning available to pupils with mobility difficulties
Issues/Potential issues	1. Consider mobility access when planning trips
Actions	1. Staff to Include mobility access in pre visit checks
<b>Dexterity disabilities</b> – this includes those whose everyday manual handling of objects and fixtures may be impaired	
In Place	None currently
Issues/Potential issues	1. Identify what specific equipment is needed for a pupil
Actions	1. Finance Committee to ensure equipment is budgeted for 2. SENDCo and Class Teacher to source and order relevant equipment
<b>Visual disabilities</b> - this includes those with visual impairments and sensitivities	
In Place	Working with outside agencies to facilitate pupil access to enlarged materials/other technology
Issues/Potential issues	1. Ensuring required material is available at the correct times
Actions	1. Class Teacher to provide materials to be enlarged within necessary timescales
<b>Auditory disabilities</b> – this includes those with hearing impairments and sensitivities	
In Place	Pupils are seated in the optimum place within class to support hearing
Issues/Potential issues	1. Lights linked to fire alarm system to alert a pupil who may not hear the bell
Actions	1. When necessary the maintenance plan to include upgrading fire alarm system
<b>Comprehension</b> – this includes hidden disabilities, such as autism and dyslexia	
In Place	Use of CBC graduated approach <a href="https://search3.openobjects.com/mediamanager/centralbedfordshire/directory/files/cbc_graduated_approach.pdf">https://search3.openobjects.com/mediamanager/centralbedfordshire/directory/files/cbc_graduated_approach.pdf</a> Advice sought/taken from outside agencies and strategies

	implemented for those pupils
Issues/Potential issues	1. Ensuring all strategies are in place to support pupil
Actions	1. Monitoring by SENDCo through APDR process

## Planning duty 2: Physical environment

<b>Ambulatory disabilities</b> – this includes pupils who use a wheelchair or mobility aid	
In Place	Access to building via ramps to avoid use of steps Disabled toilet
Issues/Potential issues	1. Consider mobility access when planning trips
Actions	1. Staff to Include mobility access in pre visit checks
<b>Dexterity disabilities</b> – this includes those whose everyday manual handling of objects and fixtures may be impaired	
In Place	None currently
Issues/Potential issues	1. Identify what specific equipment is needed for a pupil
Actions	1. Finance Committee to ensure equipment is budgeted for 2. SENDCo and Class Teacher to source and order relevant equipment
<b>Visual disabilities</b> - this includes those with visual impairments and sensitivities	
In Place	Access to the building via ramps as an alternative to steps
Issues/Potential issues	1. Paint yellow line on steps to alert visually impaired pupil
Actions	1. Caretaker/equivalent to organise painting of steps
<b>Auditory disabilities</b> – this includes those with hearing impairments and sensitivities	

In Place	Pupils are seated in the optimum place within class to support hearing Provision made for pupils to be able to leave a noisy environment where possible
Issues/Potential issues	1. Lights linked to fire alarm system to alert a pupil who may not hear the bell
Actions	1. When necessary the maintenance plan to include upgrading fire alarm system
<b>Comprehension</b> – this includes hidden disabilities, such as autism and dyslexia	
In Place	Use of CBC graduated approach <a href="https://search3.openobjects.com/mediamanager/centralbedfordshire/directory/files/cbc_graduated_approach.pdf">https://search3.openobjects.com/mediamanager/centralbedfordshire/directory/files/cbc_graduated_approach.pdf</a> Advice sought/taken from outside agencies and strategies implemented for those pupils
Issues/Potential issues	1. Ensuring all strategies are in place to support pupil
Actions	1. Monitoring by SENDCo through APDR process

### Planning duty 3: Information

<b>Ambulatory disabilities</b> – this includes pupils who use a wheelchair or mobility aid	
In Place	None currently
Issues/Potential issues	1. Consider height of signs for wheelchair users
Actions	1. Reposition or duplicate signs for wheelchair users
<b>Dexterity disabilities</b> – this includes those whose everyday manual handling of objects and fixtures may be impaired	
In Place	None currently
Issues/Potential issues	Identify if online access is an issue
Actions	1. Understand and/or seek advice as to whether alternative equipment is required for online access

	<ol style="list-style-type: none"> <li>2. Finance Committee to ensure equipment is budgeted for</li> <li>3. SENDCo and Class Teacher to source and order relevant equipment</li> </ol>
<b>Visual disabilities</b> - this includes those with visual impairments and sensitivities	
In Place	Working with outside agencies to ensure access to information
Issues/Potential issues	<ol style="list-style-type: none"> <li>1. Ensuring all strategies are in place to support pupil</li> </ol>
Actions	<ol style="list-style-type: none"> <li>1. Monitoring by SENDCo through APDR process</li> </ol>
<b>Auditory disabilities</b> – this includes those with hearing impairments and sensitivities	
In Place	<p>Outside agencies consulted to understand required strategies</p> <p>Pupils are seated in the optimum place within class to support hearing</p> <p>Headphones for access to IT</p>
Issues/Potential issues	<ol style="list-style-type: none"> <li>2. Ensuring all strategies are in place to support pupil</li> </ol>
Actions	<ol style="list-style-type: none"> <li>2. Monitoring by SENDCo through APDR process</li> </ol>
<b>Comprehension</b> – this includes hidden disabilities, such as autism and dyslexia	
In Place	<p>Use of CBC graduated approach</p> <p><a href="https://search3.openobjects.com/mediamanager/centralbedfordshire/directory/files/cbc_graduated_approach.pdf">https://search3.openobjects.com/mediamanager/centralbedfordshire/directory/files/cbc_graduated_approach.pdf</a></p> <p>Advice sought/taken from outside agencies and strategies implemented for those pupils</p> <p>Teacher's planning to take into account strategies</p>
Issues/Potential issues	<ol style="list-style-type: none"> <li>3. Ensuring all strategies are in place to support pupil</li> </ol>
Actions	<ol style="list-style-type: none"> <li>3. Monitoring by SENDCo through APDR process</li> </ol>