The Willesborough Schools Accessibility Action Plan 2025-2027

Objective	Strategies	Timescale	Responsibilities	Success Criteria
Increase the extent to which disabled pupils can participate in the curriculum				
To liaise with all feeder nurseries and child minders regarding children for intake 2025-2026, 2026-2027, 2027-2028.	-To identify children who will need additional provision.	Term 6.	WIS SENCO, EHT, AHTs.	-To ensure that multi-agency meetings are attended and provision is in place prior to the children starting. -To ensure that appropriate equipment is in school and that amendments have been made to classrooms/year group areas.
For WJS staff to liaise with WIS staff regarding children for intake 2025-2026, 2026-2027, 2027-2028.	-To provide a strong transition program between the Willesborough Schools	Term 6.	WIS SENCO, WJS SENCO, EHT, AHTs, class teachers, teaching assistants.	-To ensure that multi-agency meetings are attended and provision is in place prior to the children starting in year three. -To ensure that appropriate equipment is in school and that amendments have been made to classrooms/year group areas.
Increase the extent to which AEN and disabled pupils can participate in the school curriculum.	-Setting suitable learning challenges within daily planning. -Differentiated teaching and learning styles. -SEND Outcomes and SMART targets clearly stated on class provision maps and personal provision plans.	Ongoing.	All staff.	-Broader range of teaching strategies used by class teachers and teaching assistants. -Staff are confident to meet the needs of pupils with a diverse range of learning, medical and behaviour needs.

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Analysis of data.	To track the progress of pupils with a disability.	Termly.	EHT/AHTs, SENCOs, Class Teacher, Teaching Assistants.	-Pupils tracked in all core subject areas to ensure that they are progressing as expected. -Pupils wellbeing and involvement is tracked and monitored. -SENCO to meet with SEN Governor to discuss findings.
To establish and maintain close liaison with parents	Parents/carers of children who need support and a provision plan are invited to review the plan with the class teacher and/or SENCO.	Three times a year.	SENCOs, class teachers	-All children access the whole curriculum. -Parents feel supported and the school has an 'open door' policy where parents/carers are welcome to speak to staff about any concerns.
To establish and maintain close liaison with outside agencies for pupils with additional needs.	Time given to SENCOs and AHTS to ensure that close relationships with outside agencies are developed.	Ongoing.	SENCOs, AHTs	-Close links are created with outside agencies to support the children when accessing the full curriculum.

Assemblies which celebrate disabilities.	To deliver a range of assemblies to the whole school which celebrate differences.	Term 2 of each academic year.	EHT/AHTs, Class teachers.	-Pupils opinions and ideas on disabilities are shared and celebrated. -All children have a concrete understanding of the definition of disability.
To provide equal opportunities for children attending after school clubs.	To retain a tracking system for all children across the Willesborough schools to ensure that equal	Ongoing.	School Secretaries.	-Club tracker created. -Tracker updated termly as new after school clubs are on offer for children to attend. -Club trackers distributed to class teachers to support writing reports.

	opportunities for clubs are provided.			-Ensure that additional resources are made available for specific children and extra staff attend where appropriate.
Inclusion for children with allergies.	Ensure up to date information is recorded regarding children's allergies and medical alerts are distributed amongst staff.	Ongoing.	School Secretaries, SENCOs.	-Work with parents/carers directly to ensure that all children can experience enrichment opportunities. -Offer parents/carers alternatives if the children's allergies impact on the enrichment experience. -SENCO to ensure that care plans are up-to-date and reviewed, if they are needed.
To provide opportunities to support the wider community.	To support a range of charities throughout the year.	Ongoing.	EHT/AHTs.	-Assemblies linked to charity work. -Harvest collection to be given to the Ashford food bank. -Personalised Christmas shoe boxes created and sent to Romania linked to 'Cry in the Dark'. -A member of staff delivers the Christmas shoe boxes to Romania and on return leads a range of assemblies to promote and celebrate disabilities from another country.

Improving the physical environment of the school so that disabled pupils can take advantage of education.				
Overcoming potential barriers to learning and assessment for individuals.	Ensuring all children have suitable equipment, enabling them to access the curriculum fully.	Reviewed termly.	EHT/AHTs, SENCOs, key staff working with individual children.	-Daily observation of pupils to ensure equipment is used safely and is providing an inclusive approach to learning. -Termly monitoring from all multi agencies involved at meetings and annual reviews.
Potential barriers to learning; the accessibility of toilets.	SENCO to work alongside the Physio and OT team to ensure that children have	Reviewed termly.	Special Needs and Disability Coordinator, key staff working with individual children.	-Daily observation of pupils to ensure equipment is used safely and is appropriate for their needs.

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	accessibility to suitable toilet seats.			
Administration information.	Review application forms to ensure information is recorded regarding disabilities.	Ongoing.	EHT/AHTs, Office managers.	-The schools hold records of pupils with a disability. -During the admissions process children who have additional disability needs are identified so that building alterations, training and provision can be put in place before September commences. -The SENCOs supports class provision for children with a disability and ensures that any necessary equipment is available to them through provision planning.
Ensure disabled parking is available at all times.	Regular reminders to parents in newsletters.	Ongoing.	HT/AHTs.	Disabled parking space is always kept clear.
Staff recruitment.	Review application forms to ensure that allowances are made for candidates with a disability.	Ongoing.	EHT/AHTs.	-Provision planning is in place for applicants who come for interview to ensure that they can access all interview-based activities and can manoeuvre safely around the school.

Improving the delivery to disabled pupils of information that is accessible to pupils who are not disabled.

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Annual questionnaires sent to staff, parents and governors.	To retain clear feedback from staff, parents and governors due to the completion of questionnaires regarding how information is accessible to all pupils.	July each year.	EHT, AHTs.	-Questions added and amended to ensure clarity in the questionnaire format. -Questionnaires analysed for strengths and areas of development for the schools in relation to the provision for disabled pupils. This analysis will be shared with governors.
Equality Working Party.	To carry out Equality Working Party meetings to discuss issues relating to equality of disabled pupils at The Willesborough schools.	Three times a year: Term 1, Term 3 and Term 5.	AHTs, all Equality Working Party members.	-Meetings are planned to discuss equality at The Willesborough Schools. Action points are created and addressed at the next Equality Working Party meeting. - Equality Working Party members include school staff, parents and governors. -Parents/carers are encouraged to bring forward any issues relating to equality so that these can be discussed.
Parent and child workshops.	A variety of workshops are on offer to parents and all pupils have the opportunity to attend them alongside their parents/carers. Information is made accessible for all pupils and disabled pupils can participate in all activities.	Ongoing.	HT/AHTs.	-Parents/carers sign up to the workshops. SLT and SENCOs ensure that all activities and information is accessible for all pupils and individual provision is considered.

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Willesborough Schools PTA meetings	Willesborough Schools PTATeam arrange meetings throughout the year and accessibility to their events.	Ongoing.	EHT, Chair of Willesborough Schools PTA meetings	- Willesborough Schools PTA meetings discuss accessibility to their events. They consider the physical environment and ensure that information is accessible to all.
Website Accessibility.	Ensure that the website content is accessible and useable to all users, in line with Web Content Accessibility Guidelines 2.0, Level AA.	Ongoing.	EHT, AHTs, IT Technician.	-Equality meetings discuss the accessibility of the school websites.

This policy has been written considering our duty and responsibility to establish equality for all students, staff, other members of the school community and service users regardless of their ethnicity, gender, disability, sexual orientation, age, or beliefs as defined within existing equalities legislation.