

# CAMBRIAN

Nurturing Growth - Inspiring Minds



## Accessibility Plan

# Watchfield Primary School



At Watchfield We '**SOAR**': We are **Successful**, **Original**,  
**Aspirational** and **Resilient**

This document applies to all academies and operations of Cambrian Learning Trust.

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# 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.

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It is central to the School's ethos that all children are enabled to participate fully in learning. Watchfield is '*a place where happy, confident children show care and respect for others, believe in themselves and take pride in their achievements*'. These six core school values are embodied in our whole school vision; '*at Watchfield we SOAR*'. All staff work together to ensure that children are *Successful, Original, Aspirational, and Resilient*. We therefore have high expectations for all our pupils and expect pupils with a disability to participate and achieve in every aspect of school life.

As such we are committed to:

- Setting suitable learning challenges
- Responding to pupils' diverse needs
- Overcoming potential barriers to learning and assessment for all pupils
- Promoting the individuality of all our children, regardless of difference
- Celebrating the opportunities and enrichment that our international military families bring to our learning community.

This plan aims to set out the commitment of the Governing Body to the principles of inclusive education by removing barriers to progress and making reasonable adjustments to reduce disadvantage. It shows how Watchfield intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors. The tables below outline the action plan showing how the school will address the priorities identified.

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 Complaints Procedure, which can be found on our website and also from the school office, should be followed if you have any concerns relating to accessibility in school.

We have included a range of stakeholders in the development of this accessibility plan.

## 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 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.

### School Context:

Watchfield School has been in its current location since 1964. The main building consists of a wide entrance leading to offices, assembly/lunch hall and classrooms. Additional buildings (added in later years) are sited at the back and side of the main school building and accessible through locked gates or the front entrance. All buildings are at ground floor level.

Overall, Watchfield has 14 classrooms, a pre-school building, a large library space, meeting room and ELSA/pastoral room. Three fully equipped disabled toilets are available, one located near to the front entrance of the school for visitors. All access to the school is via flat surfaces but there are pavement and door frame steps/lips in places around the site. A requirement for ramps in a range of areas would be needed to provide suitable access for wheelchair users.

At present we have no wheelchair dependent pupils, parents or members of staff. The school has children with a range of disabilities that includes moderate and specific learning disabilities, communication and interaction difficulties and social, emotional and mental health difficulties.

We have a small number of pupils who have visual and hearing deficits, motor co-ordination difficulties, physical impairments and medical conditions such as asthma and epilepsy.

Watchfield's catchment includes the Defence Academy in Shrivenham and a significant number of both British and international military service families arrive into the school in September; many spending only a year on roll. Although international serving parents are able to speak English, their children often arrive with little or no English language and are provided with additional curriculum time to develop their spoken and written English skills.

### 3. Action plan

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

<b>PRIORITY 1 - To increase access to the curriculum for pupils with a disability</b>				
<p><b>CURRENT GOOD PRACTICE:</b>                  Our school offers a differentiated curriculum for all pupils.                  We use resources tailored to the needs of pupils who require support with their learning. Designated support staff are used to support a pupil's SEND needs both inside and outside the classroom (e.g. trips, visits, lunch/playtimes).                  Curriculum resources include examples of people with disabilities.                  Curriculum progress is tracked for all pupils.                  Learning outcomes are appropriate for pupils with additional needs and a graduated approach is employed for intervention.                  The curriculum is reviewed to ensure it meets the needs of all pupils.                  International EAL pupils access daily small group intervention to support spoken and written language development.</p>				
<b>OBJECTIVES</b>	<b>ACTIONS TO BE TAKEN</b>	<b>WHO</b>	<b>TIMESCALE</b>	<b>SUCCESS CRITERIA</b>
To meet the range of children's needs with SEND across the school	<ul style="list-style-type: none"> <li>To access outreach support, when required, to work with individuals who have specific SEND needs.</li> <li>To provide updates and training for staff regularly when a child with a new and different needs enters our school</li> <li>Increase TA provision as necessary to meet the wide range of needs</li> <li>To ensure early identification of children with SEND in order to develop a more proactive approach to provision</li> <li>To meet with parents to discuss early identification, recognising the need for sensitivity</li> </ul>	SENCO / CT / DH	On-going	Pupils are identified in a timely manner and support is in place early  Staff are able to support pupils confidently

	<ul style="list-style-type: none"> <li>SEND review meetings x3 a year</li> </ul>			
To increase confidence of all staff in differentiating the curriculum through relevant CPD and specialist input	<ul style="list-style-type: none"> <li>Staff training for SpLD/Dyslexia, ASD and Inclusive teaching strategies</li> <li>Regular meetings with support staff for training with SENCO</li> <li>Staff training on EEF 5-A-Day including scaffolding</li> <li>One-Page guide on SEN in each subject to be created and shared as part of the T&amp;L policy</li> </ul>	SENCO/HT	Spring 2025 And on-going	Raised teaching staff confidence in strategies for differentiation and increased pupil participation and progress as seen through pupil voice/parent voice, support staff appraisal and feedback.
To ensure consistency of classroom resources to support access to learning	<ul style="list-style-type: none"> <li>Subject leaders to audit provision of resources EG use of Widget software, word banks, maths resources etc.</li> <li>Have a clear expectation about resources that need to be on offer in all classrooms</li> <li>SENCO and DH to monitor and give feedback regularly</li> </ul>	SENCO/HT/ Key leaders/ Curriculum Leads	Autumn 2025	Lesson observations / learning walks demonstrate increased availability and independent access by pupils to a range of resources that support their learning.
To ensure classroom support staff have specific training on disability issues and delivery of appropriate intervention programmes	<ul style="list-style-type: none"> <li>Continued online CPD requirements for support staff</li> <li>Fortnightly meetings with support staff for targeted training</li> <li>School nurse/specialist training for health needs e.g. Epilepsy</li> </ul>	SENCO/HT	On going	Pupils making progress on designated interventions as evidenced on provision maps and termly progress meetings.  Support staff appraisals reflecting greater confidence and expertise with meeting individual needs.
To use ICT software to support learning – use of speech to text and immediate speech feedback software to support written work.	<ul style="list-style-type: none"> <li>Make sure necessary software (e.g. Clicker 7) is installed where needed and appropriate training given.</li> <li>Ensure Widgit being used by all staff when making visuals and resources around school</li> </ul>	SENCO/HT	Summer 2025	Lesson observations / learning walks demonstrate wider use of ICT resources in classrooms to support written work via learning walks

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To ensure that involvement in school community and wider school life (School Council and MAT activities etc.) is open to disabled/SEND pupils	<ul style="list-style-type: none"> <li>• Audit of School Council membership, clubs attended, trips and visits by disabled/SEND pupils.</li> <li>• Risk assessments to be completed for specific children where required</li> <li>• Additional adult support put in place to allow pupils to access trips etc. (Additional funding may be required from OCC)</li> </ul>	SENCO/HT	Autumn 2025	Evidence of disabled/SEND pupils participation in a variety of after school clubs, being represented on the school council, attending MAT activities, accessing school trips, special events.
To increase awareness and understanding of dyslexia across the school	<ul style="list-style-type: none"> <li>• All staff receive dyslexia training</li> <li>• Make staff aware of Intervention programmes that can be used for children with Literacy difficulties</li> <li>• Meet with parents who have dyslexia to raise their awareness and understanding of how they can support their children</li> <li>• All staff to access resources from SENDCo if children have Literacy difficulties or dyslexic tendencies</li> <li>• Provide teachers with dyslexia checklist for children they have concerns about</li> <li>• SENDCO to advise teachers and TAs about programmes to use</li> </ul>	SENCO / CT / DH	Spring 2026	<p>Everyone in school understands the barriers for dyslexic pupils</p> <p>Staff are able to support dyslexic pupils effectively</p> <p>Pupils with dyslexia feel supported and empowered to succeed</p>

<b>PRIORITY 2 - Improve and maintain access to the physical environment</b>				
<b>CURRENT GOOD PRACTICE:</b> Our physical environment meets the needs of our pupils, staff, parents and visitors by ensuring:				
<ul style="list-style-type: none"> <li>- we provide a disabled parking bay in the car park</li> <li>- all buildings are accessible on ground level</li> <li>- where paths have some steps, an alternative route is provided</li> <li>- accessible toilet facilities are available in all buildings</li> </ul>				
<b>OBJECTIVES</b>	<b>ACTIONS TO BE TAKEN</b>	<b>WHO</b>	<b>TIMESCALE</b>	<b>SUCCESS CRITERIA</b>
To ensure that access needs of pupils, staff, governors, parents and visitors with disabilities are known and met.	<ul style="list-style-type: none"> <li>• Establish a school system for recording if a member of the school community or visitor has a disability or difficulty accessing the building</li> <li>• Access plans/strategies for individual disabled pupils to be reflected in the SEND Profile when required.</li> <li>• Specific training in place for staff where required such as manual handling.</li> <li>• Ensure disabled toilets are accessible and not used as storage</li> <li>• Ensure all door-ways meet the expected width for access purposes (Y1/2block)</li> </ul>	HT/SENCO/CT/Office	Summer 2025	<p>Individuals feel they have full access to all school activities – reflected through feedback and evaluations.</p> <p>All pupils and parents feel confident their disability needs are met at school. Reflected in 'pupil and parent voice' comments on the SEND profile or general feedback.</p>
To ensure all pupils can be safely evacuated in the event of a fire or other emergencies.	<ul style="list-style-type: none"> <li>• Playground, fire exit signs and markings to be clear and regularly refreshed.</li> <li>• Personal Emergency Evacuation Plan (PEEP) in place for all pupils</li> </ul>	Class Teacher /HT/SENC)/ Governor for H&S	Summer 2025 On going	All disabled/SEN pupils and staff working alongside them are safe in the event of a fire.

	who require this covered as part of their pastoral support /behaviour plan and risk assessment.			All fire drills are successful, and children are evacuated efficiently  PEEPs are in place for those who require them and they are effective.
To ensure that the physical and hearing/ visual classroom environment is engaging, informative and suitable for all pupils.	<ul style="list-style-type: none"> <li>Teacher's to review pupils seating positions in respect of changes to noise, sight lines and physical access in classrooms.</li> <li>Displays and signs around school are dyslexia friendly and also visuals (such as Widgit) are used to prompt</li> </ul>	SENCO/ CTs/ PD/VI/HI SENSS	On-going	Lesson observations/ learning walks demonstrate that disabled and visually/hearing impaired pupils show confidence and engagement in classrooms.
To continue to raise staff awareness of a range of barriers to learning for pupils with sensory impairment, as and when appropriate, specific to individual children, including classroom layout, décor, poor acoustics, classroom management strategies, levels of lighting, etc.	<ul style="list-style-type: none"> <li>Establish whole school system of identifying children with physical difficulties – termly staff meetings.</li> <li>Teachers to review children's seating positions with consideration to changes to noise in classrooms, (e.g. open window, air conditioning units, fans), lighting (too much light/light level too low)</li> </ul>	SENCO / CT/ DH	On-going	Staff are aware of barriers and these have been removed to ensure all pupils flourish  Classroom environments ensure an effective learning environment for all
To ensure children with disabilities have appropriate equipment to access their learning	<ul style="list-style-type: none"> <li>School to purchase any additional furniture/equipment needed such as: overlays, writing ramps, ear defenders</li> <li>Individual chrome books available for use</li> </ul>	SENCO / CT	On-going	Pupils have timely access to resources to support their learning.

<b>PRIORITY 3 - Improve the delivery of information to pupils/parents with a disability</b>				
<b>CURRENT GOOD PRACTICE:</b> Our school uses a range of communication methods to make sure information is as accessible as possible. This includes:				
<ul style="list-style-type: none"> <li>- Internal signage</li> <li>- Documents in translated languages where requested</li> <li>- Access to a translation APP so staff can communicate with parents</li> <li>- Email/APP/text messaging/in-person meetings and printed paperwork</li> <li>- Use of pictures or symbols where required</li> </ul>				
<b>OBJECTIVES</b>	<b>ACTIONS TO BE TAKEN</b>	<b>WHO</b>	<b>TIMESCALE</b>	<b>SUCCESS CRITERIA</b>
To enable parents with IT difficulties / communication difficulties or EAL to access information sent from school, e.g. class letters, newsletters	<ul style="list-style-type: none"> <li>• Office to keep note of parents' preferred method of communication</li> <li>• Audit to identify parents who have IT access difficulties</li> <li>• Survey of parents to establish best communication methods</li> <li>• Printed copies of newsletters, class letters etc to be available from the main office</li> <li>• Ensure website is updated with all documents including letters</li> </ul>	SENCO/HT/ Office/ FAS IT support and website manager	Beginning of each academic year	<p>All parents receive information in a form that they can access.</p> <p>All parents receive the necessary support in completing forms and accessing information.</p> <p>All parents understand the headlines of the school information.</p>
To ensure that parents can easily access information about school policies, home learning and specific data relating to their child on-line	<ul style="list-style-type: none"> <li>• Policies to be published on website.</li> <li>• Class teachers to ensure continued use of Class Dojo to post daily/weekly homework/home learning tasks along with creative topic tasks</li> </ul>	SENCO/HT/ CTs / Office/ FAS IT support and website manager	Ongoing	Evidence of home learning accessed by pupils with disabilities

	<ul style="list-style-type: none"> <li>Dojo to be used by teachers to reinforce messages sent via email</li> </ul>			
To enable parents with disabilities or EAL to access meetings	<ul style="list-style-type: none"> <li>Meetings with parents include a mixture of communication methods; including translation if required.</li> <li>Plus, use of virtual meetings via Microsoft Teams when required to ensure attendance by all.</li> </ul>	SENCO / CTs	Ongoing	Parents feel they have full access to information in meetings – reflected in parent evaluations.
To ensure annual review information for EHCPs is as accessible as possible	<ul style="list-style-type: none"> <li>Develop person- centered review formats for ARs and pupil/parent voice collection</li> </ul>	SENCO	On going	Parent evaluations of ARs reflect positive experiences.

## 4. 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 Local Governing Committee and uploaded to the school website

