



Accessibility Plan

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Purpose & Statutory Basis

Waterloo Primary School is committed to being a safe, calm and inclusive school where every child is known, valued and supported to succeed. This plan explains how the school will progressively remove barriers experienced by disabled pupils and increase access over the plan period.

Under Schedule 10 of the Equality Act 2010, the responsible body must prepare, implement, resource, review and publish an accessibility plan covering three statutory aims:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment so that disabled pupils can take better advantage of education, benefits, facilities and services; and
- improving the delivery of information to disabled pupils in formats which are accessible to them.

The school will also make reasonable adjustments for individual disabled pupils so that they are not placed at a substantial disadvantage. The existence of this strategic plan does not delay or replace the duty to make an adjustment for a pupil who needs one now.

Definition & Scope

For the purposes of the Equality Act 2010, a person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. 'Substantial' means more than minor or trivial. 'Long-term' generally means that the effect has lasted, or is likely to last, at least 12 months. The definition includes many sensory impairments, long-term health conditions, neurodevelopmental conditions and mental-health impairments where the statutory test is met.

Not every disabled pupil has special educational needs, and not every pupil with special educational needs is disabled. This plan therefore complements, but is not replaced by, the SEND Policy and SEND Information Report.

Principles

- Accessibility is everyone's responsibility and is considered from the outset, not added later.
- The school will listen to disabled pupils and their parents or carers and will use their experience when deciding what works.
- Expectations remain ambitious. Adaptation removes barriers; it does not narrow entitlement.
- Pupils in specialist provision and mainstream classes should have equitable access to subjects, enrichment, clubs, visits, residentials and the wider life of the school.
- Immediate individual reasonable adjustments will be made when needed, while longer-term improvements are planned and resourced.
- Premises and evacuation solutions will be determined through competent professional assessment rather than assumption.
- Information about an individual pupil's disability or medical condition will be handled lawfully, sensitively and on a need-to-know basis.

School Context & Existing Provision

Waterloo Primary School includes Nursery and Reception provision, mainstream classes and five specialist provision classes. The building includes ground- and first-floor teaching accommodation, a passenger lift, wide circulation routes and accessible toilet provision. The school currently uses a range of communication approaches, environmental adaptations and assistive technology, including tablets and Chromebooks where appropriate.

Current strengths include early identification through transition information and assessment; assess-plan-do-review processes; individual plans and provision mapping; specialist staff expertise; quiet or regulation spaces; and curriculum adaptation. These strengths will be checked for consistency and impact through the actions in this plan.

Known barriers identified before approval include difficult-to-operate taps in Nursery and Reception; sinks and taps which are too high for a current pupil of short stature and may affect future pupils; an accessible parking bay which can be blocked or misused; and uncertainty about an accessible emergency evacuation route in the Year 1/understairs area. These matters are expressly included below and must not wait for the full three-year review.

Development & Consultation

The plan will be informed by an access audit and consultation with disabled pupils, parents and carers, staff, governors, the trust and relevant specialists. Depending on the issue, specialist advice may include occupational therapy, physiotherapy, visual or hearing impairment services, health professionals, the responsible person or competent fire-risk assessor, an access consultant, building control and appropriately qualified contractors.

The Headteacher will ensure that the initial whole-site audit is completed during the autumn term 2026. New pupils' needs will be considered through transition arrangements before admission wherever possible, without using accessibility as a reason to discourage or prevent admission.

Responsibilities, Resourcing & Monitoring

- **Governing body / trust:** approves the plan, assures itself that statutory duties are met, considers resources and receives at least an annual progress report.
- **Headteacher:** has overall strategic responsibility, ensures immediate reasonable adjustments are not delayed and reports progress.
- **Inclusion Lead/SENCo:** coordinates pupil-centred accessibility planning, participation monitoring, staff advice and consultation.
- **Trust Estates Manager and Premises Officers:** coordinate premises audits, maintenance, procurement, contractor advice and recording of works.
- **Curriculum and subject leaders:** identify and remove subject-specific barriers and monitor equitable participation and outcomes.
- **All staff:** implement agreed adjustments and raise emerging barriers promptly.

Actions will be funded through the school budget, premises/devolved capital allocations, trust support and relevant external funding where available. Cost is a factor in deciding what is reasonable, but lack of an identified budget line is not, by itself, a reason to ignore a known barrier. Any substantial building work remains subject to landlord/trust approval, planning, building regulations, procurement and competent safety advice.

The Inclusion Lead/SENCo and School Business Manager will maintain a working progress record. SLT will review progress termly. Governors will receive a formal annual report and approve significant revisions. The plan will be updated earlier where a pupil's needs, an incident, a building change, professional advice or an audit identifies a new priority.

Action Plan A – Participation in the Curriculum

Barrier/Priority	Actions	Lead	Timescale	Resources	Success & Evidence
1. Establish the baseline	Audit access and participation across every subject, intervention, club, visit, residential, performance, leadership opportunity, swimming and PE. Analyse by individual need and placement, including specialist provision.	Inclusion Lead/SENCo; AHT T&L	Audit by Dec 2026; update annually	Leadership time; pupil data	Baseline completed; barriers and exclusions recorded; annual comparison shows barriers removed and increased equitable participation.
2. Consistent adaptive teaching	Embed ambitious adaptive teaching through curriculum planning, modelling, communication supports, scaffolds, accessible resources and appropriate alternative methods of recording. Check implementation through QA and pupil work.	AHT T&L; subject leaders	Launch Sept 2026; termly review	CPD; planning time; curriculum resources	Learning walks and work review show agreed adjustments; pupils explain how support enables independence; avoidable curriculum withdrawal reduces.
3. Specialist provision parity	Map the full curriculum and wider offer for each specialist class. Record adaptations, meaningful integration and any justified alternative provision. Remove timetable, staffing, transport or environmental barriers.	Inclusion Lead/SENCo; Bases Lead	Map by Oct 2026; termly	Staffing review; transport/activity costs	Each class has an ambitious, documented entitlement; participation is monitored; any difference is purposeful, reviewed and in the pupil's interests.
4. Trips, clubs and residentials	Build accessibility into planning from the outset. Use individual risk assessment and reasonable adjustments; consult families early; avoid blanket exclusions or requiring parents to attend as the default solution.	EVC; visit leaders; PD Lead	Immediate and ongoing	EVC time; transport; additional staffing/equipment as assessed	Disabled pupils are included wherever reasonably possible; decisions and adjustments are recorded; pupil/parent feedback is positive.
5. PE, swimming and practical subjects	Audit changing, equipment, instructions, physical access and sensory demands. Seek specialist advice where necessary and procure or adapt equipment so pupils can participate safely and meaningfully.	PE Lead; subject leaders; SENCo	Audit by Jan 2027; actions ongoing	Specialist advice; adapted equipment	No pupil is routinely excluded because planning or equipment was not considered; participation and

					progress are evidenced.
6. Assistive technology	Identify individual needs; provide suitable hardware, software, access settings, communication aids and training. Ensure equipment is charged, available, maintained and transferable between relevant lessons.	Digital Lead; SENCo	Needs audit by Nov 2026; termly check	Devices; licences; technical support; training	Provision maps specify tools; staff and pupils can use them; technology increases access and independence rather than creating delay.
7. Transition and anticipation	Gather accessibility, medical and communication information before entry or transfer wherever possible. Meet families and previous settings; complete environmental checks, staff training and plans before the pupil starts.	SENCo; phase leaders	Before admission/transition ; annual cycle	Release time; professional advice	Required adjustments are ready by the start date wherever reasonably practicable; transition feedback identifies no avoidable access failure.
8. Workforce knowledge	Provide a rolling programme on disability equality, reasonable adjustments, inclusive teaching, communication, sensory/physical access and the needs of pupils currently on roll. Record competency where specialist procedures are required.	Headteacher; SENCo	Programme agreed Sept 2026; at least termly	CPD budget; external specialists	Training record is complete; staff confidence improves; monitoring shows consistent application and fewer repeated barriers.
9. Medical conditions and allergy safety	Approve, publish and implement the Supporting Pupils with Medical Conditions Policy and separate Allergy Safety Policy. Designate an operational Medical Conditions Coordinator; maintain individual healthcare plans and trained cover.	Headteacher; governing body	Coordinator/policies confirmed by Sept 2026; annual review	Training; healthcare-professional input	Policies are published and understood; plans are current; trained cover exists; pupils access education, trips and PE safely.

Action Plan B – Physical Environment

Barrier/Priority	Actions	Lead	Timescale	Resources	Success & Evidence
1. Whole-site access audit	Commission and document an audit covering arrival, parking, entrances, routes, thresholds, doors, lift, stairs, classrooms, halls, dining, toilets, changing, hygiene, playgrounds, lighting, acoustics, signage and evacuation. Prioritise by impact, urgency and feasibility.	SBM; Site Manager; SENCo	Complete by Dec 2026; annual refresh	Competent access advice; premises time	Dated audit and costed schedule approved; urgent actions completed; progress log and photographs/evidence maintained.
2. EYFS taps	Observe Nursery and Reception pupils using existing taps and assess barriers involving strength, dexterity, reach, coordination and understanding. Cost and phase suitable easy-operation lever, sensor or equivalent controls.	EYFS Lead; SBM	Assessment Sept 2026; priority works by Apr 2027	Maintenance/capital budget; competent contractor	Pupils can operate taps independently and safely; staff feedback and observation confirm reduced difficulty.
3. Low-level washing access	Put an immediate, individually risk-assessed adjustment in place for the current pupil of short stature. Audit sinks, taps, drinking water, toilets and practical workstations; seek occupational/physiotherapy advice and assess a permanent lower or adjustable facility.	SENCo; SBM; Site Manager	Immediate adjustment before/at Sept 2026; permanent option by Mar 2027	Specialist advice; equipment; capital budget	The pupil safely and independently accesses hygiene and curriculum facilities; solution anticipates future pupils; adjustment reviewed with family and pupil.
4. Accessible parking and arrival	Audit the existing bay, transfer space, approach route and enforcement. Consult the user(s), then agree the safest location and number of bays. Re-mark and sign clearly; protect the route; communicate and enforce authorised use. Consider an accessible drop-off point.	SBM; Site Manager	Audit Sept 2026; works by Dec 2026	Line marking/signage; access advice	At least one compliant, usable space and step-free route are reliably available; misuse is challenged and recorded; users confirm improved access.
5. Year 1/emergency route	Urgently assess the Year 1/under-stairs exit and proposed ramp location within the fire-risk assessment. Obtain competent advice on routes, gradients, doors, refuges, alarms and structural/fire implications. Implement the assessed solution; do not presume a ramp or equipment is appropriate.	Headteacher; SBM; responsible person	Assessment by Oct 2026; interim controls immediately; works to agreed programme	Competent fire-risk assessor; surveyor/contractor; trust approval	Fire-risk assessment records a suitable strategy; interim controls are effective; completed solution is tested through drills

6. PEEPs and assisted evacuation	Complete a Personal Emergency Evacuation Plan for each pupil, staff member or regular user who cannot use the standard route independently, including temporary need. Involve the person/family; specify assistance, communication, cover and equipment. Review after drills or change.	DSL/operational lead; SENCo; SBM	Before/at entry; review termly and after change	Staff time; training; assessed equipment	Current PEEPs are accessible to relevant staff; trained cover exists; drills demonstrate safe implementation and lead to recorded improvements.
7. Evacuation equipment	Following individual and competent fire-safety assessment, select any evacuation chair, evacuation lift arrangement, carry device or other equipment that is suitable for the intended users. Position, inspect, maintain and train sufficient staff; do not rely on one trained person.	SBM; responsible person	Decision following Oct 2026 assessment	Equipment/training/maintenance budget	Equipment matches assessed need; inspection and training records are current; drills confirm it can be used safely and respectfully.
8. Toilets, changing and dignity	Audit accessible toilets, changing and personal-care facilities for size, access, alarms, grab rails, fixtures, storage and dignified use. Prevent accessible facilities becoming obstructed or used as general storage. Address identified shortfalls.	SBM; Site Manager; SENCo	Audit by Nov 2026; urgent fixes within 20 school days	Maintenance/capital ; specialist advice	Facilities remain available, equipped, clean and unobstructed; individual care plans can be delivered safely and with dignity.
9. Routes, lift and maintenance	Introduce a termly accessibility walk and rapid reporting system for blocked routes, heavy doors, damaged surfaces, lighting, contrast, snow/ice and lift faults. Maintain contingency arrangements for lift failure and communicate them to affected users.	Site Manager; SBM	Termly from Sept 2026; faults immediate	Planned maintenance budget	Inspection records show prompt action; routes remain clear; lift servicing is current; contingency arrangements are understood.
10. Sensory environment	Audit noise, lighting, visual clutter, queuing, dining, toilets, playgrounds and regulation spaces with pupils. Make proportionate environmental adjustments and ensure quiet/regulation spaces are available without becoming informal exclusion rooms.	SENCo; Pastoral Manager; Site Manager	Pupil audit by Feb 2027; actions ongoing	Low-cost adaptations; acoustic/lighting advice if needed	Pupil voice shows reduced barriers; regulation supports increase successful participation and return to learning.

Action Plan C – Accessible Information

Barrier/Priority	Actions	Lead	Timescale	Resources	Success & Evidence
1. Accessible-information protocol	Create a simple procedure for identifying, recording and responding to preferred formats and communication needs. Include ownership, turnaround times, secure sharing and review. Record individual requirements in appropriate plans and alert relevant staff.	SENCo; SBM	Protocol by Nov 2026	Staff time; templates	Needs are recorded once and acted upon consistently; requests are fulfilled within agreed timescales; pupils and families know how to request a format.
2. Learning materials	Provide information in formats appropriate to assessed need, which may include enlarged text, uncluttered layouts, colour/contrast adjustment, electronic text, audio, Easy Read, symbols, tactile material, braille, captioning or signed support. Obtain specialist advice where required.	Class teachers; subject leaders; SENCo	Immediate and ongoing	Specialist services; adapted resources	Provision maps specify formats; lesson monitoring shows resources are available at the same time as peers' materials; pupils can access them with growing independence.
3. AAC and communication	Ensure pupils who use augmentative and alternative communication have their systems available throughout the school day, including play, clubs, trips and emergencies. Provide consistent vocabulary, maintenance, charging and trained communication partners.	SENCo; Speech and Language link	Individual need immediate; audit by Dec 2026	AAC systems; training; therapy advice	Systems are available and used across settings; pupils can express choices, learning, discomfort and safeguarding concerns; downtime is minimised.
4. Website and published documents	Audit the school website and priority documents for accessible structure, headings, link text, colour contrast, readable PDFs, alt text and keyboard/screen-reader use. Publish accessible Word or HTML alternatives where a PDF is not accessible.	Digital Lead; office team	Audit by Jan 2027; check each publication	Web support; staff training	Priority pages and documents pass the agreed checklist; accessibility statement and request route are visible; reported barriers are corrected promptly.

5. Signage and wayfinding	Complete a user-informed signage audit. Introduce consistent wording, symbols, positioning and high contrast on key routes and rooms. Use braille or tactile signage where assessed need and specialist advice indicate it is appropriate.	SBM; SENCo; Site Manager	Audit by Dec 2026; phased works by Jul 2027	Signage budget; specialist advice	Users can locate key areas more independently; signage is consistent and sensory-friendly; pupil/visitor feedback confirms improvement.
6. Communication with families	Ask parents/carers about their own access and communication requirements and provide reasonable formats, interpretation or communication methods. Ensure meetings, reports, letters, complaints and emergency messages are accessible.	Office Manager; family support; SENCo	Question added by Oct 2026; ongoing	Interpretation/translation and format costs	Needs are securely recorded and met; parents report they can understand and respond to school information; no family is disadvantaged by a known communication barrier.
7. Emergency information	Review visual, audible and personal alert arrangements for pupils, staff and visitors with hearing, visual, cognitive, communication or sensory needs. Link individual arrangements to PEEPs and practise them sensitively.	SBM; DSL; SENCo	As part of fire review by Oct 2026; termly drills	Alarm/alert advice; training	PEEPs specify accessible alerts; drills show that users receive, understand and act on emergency information.
8. Pupil and family review	Use accessible pupil voice and parent/carer feedback to evaluate formats, signage and communication. Record what changed as a result and report themes to SLT and governors.	Inclusion Lead/SENCo	At least annually; first review May 2027	Accessible survey/meeting methods	Feedback includes pupils with complex communication needs; actions and outcomes are recorded in the annual accessibility report.

Annual Review and Reporting

The annual report to governors will summarise:

- progress against each action and any missed deadline, with revised action and rationale;
- access-audit findings and completed premises works;
- participation information and any activity from which a disabled pupil could not participate, including the reason and learning;
- pupil and parent/carer feedback, including how feedback changed practice;
- reasonable-adjustment, complaints, incident and near-miss themes, without identifying individuals;
- staff training and competency;
- resources committed and priorities for the following year; and
- new or anticipated needs requiring revision of the plan.

The public plan will be updated to show progress while protecting personal information. Individual pupils, including the pupil currently affected by sink and tap height, will not be named in the published document.

Concerns, Complaints & Alternative Formats

A pupil or parent/carer who identifies an accessibility barrier should contact the class teacher, Inclusion Lead/SENCo or school office. Urgent health, safety or access concerns will be escalated immediately to the Headteacher. Concerns may also be raised through the school's complaints procedure. This does not affect a person's legal rights under the Equality Act 2010 or SEND legislation.

The school will provide this plan in an alternative format on request and will not charge for a reasonable alternative format.

Appendix 1: Termly Monitoring Record

Action ref.	Progress / evidence	RAG	Further action	Owner	Revised date