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Tydd St Mary & Weston Hills Church of England Primary Schools Federation

Accessibility Plan

Last reviewed:	September 2026
Next review due by:	September 2027
Approved by:	Chair of Governors: Clive Browne
	Headteacher: Sonya Ely

This Accessibility Plan has been reviewed in September 2026 in accordance with Schedule 10 of the Equality Act 2010. The school will review progress annually and update the plan in response to changing pupil needs, legislation, guidance, and school development priorities.



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The Tydd St Mary & Weston Hills Church of England Primary Schools Federation recognise their duty under the Disability Discrimination Act:

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services,
- not to treat disabled pupils less favourably,
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage,
- to publish an Accessibility Plan.

The schools provide all pupils with a broad and balanced curriculum, adapted and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges,
- responding to pupils' diverse learning needs,
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The school buildings are on one level and fully accessible in all public areas – with ramped access to the raised mobile classroom at Tydd St Mary. The schools have access to disabled toilets with a changing bench fitted at Tydd St Mary to meet pupil need. There is space for the storage of medical equipment and medicines.

Drawing up an Action Plan *[Appendix one]*

The 3 areas to be considered in this action plan are:

a) Improving Education & related activities

[See checklist provided on page 29 DfES Guidance "Accessible Schools: Planning to increase access to schools for disabled pupils" – appendix two]

The schools will continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEN inspectors/advisers, and of



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appropriate health professionals from the local NHS Trusts. Our actions will be guided by current pupil need and will include, but not be limited to:

- Wider use of adaptive teaching strategies.
- Staff training on autism, ADHD, speech and language needs, and sensory differences.
- Inclusive educational visits and extracurricular activities.
- Improved support for attendance and participation of disabled pupils.
- Investigation into the use of assistive technology (speech-to-text, reading pens, accessibility software).

b) Improving the Physical environment

[See checklist on page 30 of DfES Guidance – appendix two]

The schools will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. Our provision will include, but not be limited to:

- Safe wheelchair access routes.
- Accessible toilets and changing facilities.
- Lighting and acoustics.
- Handrails, ramps and door access.
- Quiet/sensory regulation spaces.
- Accessibility of outdoor learning and play areas.
- Emergency evacuation plans (PEEPs).

c) Improving the Provision of information

[See checklist on page 30 of DfES Guidance – appendix two]

The schools will make themselves aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested. Our provision will include, but not be limited to:

- Large-print materials.
- Accessible website content.
- Parental surveys produced with read-aloud options.
- Translated information where required.
- Visual timetables and symbols.
- Alternative formats for newsletters and policies.
- Accessible parent communication systems.



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APPENDIX ONE – Federation Action Plan for Accessibility

	Targets	Strategies	Outcomes	Timeframe	Goals Achieved
Short Term	Ensure parents/ carers with visual or physical disability have equal opportunity to access information from school. Ensure the curriculum can be accessed by all children Ensure that required learning resources are accessible to children with a disability.	~Website ~Larger printed documents available on request. ~Read-aloud options on surveys ~Easy-read SEN information report SENCO and Head teacher to monitor planning to ensure all groups are differentiated for. Staff to be fully involved. Resources to be kept in school: for example, Easy Breezy chair and wobble cushions.	Documentation altered upon request and develop those provided to all All children access the curriculum.	On-going 	The school reacts to the needs of the children and the adults to ensure that the curriculum is accessible.



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Medium Term	To ensure that the school raises children's awareness of disability.	Ensure that there are learning resources, for example books using people with disability in a positive light Positive relationships within school Showing children and adults working within school who have a disability in a positive light.	Pupils will have a good awareness of disabilities and all staff/children are an important part of our community	On-going 	All staff and pupils with disabilities have equal opportunities and acceptance within our school community.
Long Term	If the school is to have any future plans for further development of the building ensure that staff take DDA issues in to account	Work with the Local Authority and architects if building work was to be completed	To ensure that the school building remains accessible to all- both children and adults.	As building issues arise	The physical school building remains fully accessible to all



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**APPENDIX TWO - checklist provided in DfES Guidance “Accessible Schools:
Planning to increase access to schools for disabled pupils”**

Section 1

How does the size and layout of areas, including all academic, sporting, play, social facilities; classrooms, common rooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities and playgrounds enable access for all pupils?
How can pupils who use wheelchairs move around the school without experiencing access barriers, such as those caused by doorways, steps and stairs, toilet facilities and showers?
Are all pathways of travel around the school site and parking arrangements safe, and are routes logical and well signed?
Are emergency and evacuation systems set up to inform ALL pupils, including disabled pupils and pupils with SEN; including alarms with both visual and auditory components?
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?
Could any of the décor be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?
Could any signage be confusing or inadequate for disabled pupils?
Are all areas to which pupils should have access well lit?
How do areas of storage enable disabled pupils to access aids and equipment?
What steps are made to ensure the inclusion of people with impairments that affect their hearing and vision from arranged events? E.g. considering a room's acoustics, noisy equipment and presentation of material.
How is furniture and equipment selected, adjusted and located appropriately to ensure its suitability for disabled pupils?

Section 2

How do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?
How is the best use of teaching assistants achieved?
How are your classrooms and all teaching areas optimally organised for disabled pupils?
How are lessons responsive to pupil diversity?
How are all pupils encouraged to take part in music, drama and physical activities?
Are there a variety of activities, including discussion, oral presentation, writing, drawing, problem solving, use of library, audio-visual materials, practical tasks and information technology?
What considerations do staff make for the additional mental effort expended by some disabled pupils, for example in using lip reading?
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?
Do staff provide alternative ways of giving access to experience (or understanding) for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education or participation in music lessons for pupils with hearing impairments?
How do you know that access to computer technology and other auxiliary aids



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appropriate to their needs, is available for disabled students?
Are school trips, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?
How often do staff, governors and pupils receive training and education in disability equality issues?
How do you ensure that everyone is made to feel welcome?
Are there high expectations of all pupils?
How do you ensure that all pupils feel equally valued?
How do staff seek to remove all barriers to learning and participation?
How do you ensure that all staff, governors and pupils understand and share a philosophy of inclusion?

Section 3

Do you provide information in electronic format, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?
How do you know that when information is presented to groups it is always done so in a user friendly way for pupils with visual impairments e.g. by reading aloud overhead projections and describing diagrams?
Are RNIB guidelines on producing written information in accessible formats followed?
How do you ensure that staff are familiar with technology and best practices developed to assist disabled people?
How was the 'responsible body' made aware of their duties and responsibilities under the Act' 2010?
Is the duty to make reasonable adjustments evidenced in all school plans?
How do you know that the school internal complaints procedure is working effectively?