



Accessibility Plan 2025-28

(To be read in conjunction with the SEN information report)

Approved by the Local Governing Committee: 14.10.25

Introduction

This plan has been written to meet the requirements of school to carry out accessibility planning for disabled pupils as stated in the Equality Act 2010 and the SEND Code of Practice 2014.

Walkergate Community School recognises its duty:

- 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.

Walkergate Community School aims 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 the education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled pupils.

This plan will be reviewed regularly and will be updated every three years. This plan complements our Equalities Policy, Disability Equality Scheme, SEN Policy, Equal Opportunities, Administration of Medicines, Safeguarding and Child Protection policies.

Definition of Disability under the Equality Act 2010 states that a person has a disability if:

- **They have a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.**

Walkergate Community School provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles. We endorse the key principles 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 three areas to be considered in the action plan are:

- a) **Improving education and related activities.** Walkergate Community School will seek and follow the advice of LA services and appropriate agencies, such as specialist teacher advisers and SEN advisers, and of appropriate health professionals from the NHS Trusts.

- b) Improving the physical environment.** Walkergate Community School will take account of the needs of pupils and visitors with physical, mental or sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustics and decoration etc.
- c) Improving the provision of information.** Walkergate Community School will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

Contextual Information

Walkergate Community School is on a split site with the Walkergate Early Years Nursery and Walkergate Primary is located at Sutton Street, Walkergate.

Staff are trained as appropriate to support them in meeting the needs of the children where necessary and many staff members hold current first aid qualifications.

Transition meetings are held between class teachers each year and between feeder schools/nurseries in the case of age related transfers. A thorough system of reviews takes place for children on the SEN register. Where appropriate pupils have care plans in place where medication is required.

How appropriate is the current provision?

Through effective communication staff are aware of the issues faced by our pupils and act to resolve them, e.g. adapting the timetable, lesson content and presentation of resources to ensure better accessibility, planning visits and clubs which are inclusive. Regular CPD addresses the inclusion agenda.

Provision in an Emergency

Where necessary, children with specific physical needs have their own personal evacuation plans. We have regular evacuation practices for all children.

Targets for 2025-28 and how we intend to achieve them

Target	Strategies	Timescale	Success Criteria
To ensure lifts are in good working order	Gain quotes and organise repair or replacement	Ongoing	Lifts are working.
All external spaces as accessible as possible.	Regular maintenance checks and cleaning.	Ongoing	The outdoor areas can be utilised all year round.
Ensure disability needs are included in subject plans.	Discuss the needs of children with a disability in year group teams and in transition meetings, including the HI team.	Ongoing	The needs of all children are matched in lesson plans/provision provided.
Ensure that learning and mobility needs of the children are provided for adequately.	Vigorous monitoring and information gathering/sharing by relevant parties including SLT, Year group leads and outside agencies and other key professionals.	Ongoing	Children, parents and are well supported. All practitioners have the information they need to ensure the children's needs are met.
To promote the involvement of disabled children in classroom activities, taking into account their styles of learning	We will endeavour to provide the following facilities: - Wheelchair access to all classrooms. - Relevant software for software available where possible for children. - Makaton training for staff when appropriate.	Ongoing	Appropriate and varied activities for all children in all classes.

	Plan activities to promote understanding/empathy of the needs of children with disabilities		
To ensure that all written communication is as clear as it can be for all groups of children/families	- Alter font size, colour and page layouts for children with a visual impairment. - Audit signage around school to ensure that all school users find it accessible.	Ongoing	Newsletters, Letters, Information on the web site etc is clear and up to date.