



WATTON WESTFIELD  
INFANT & NURSERY  

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WATTON JUNIOR

*'A Community of Ambition, Creativity and Kindness'*

# Accessibility Plan

This policy will be reviewed in full by the Governing Body every three years, or sooner where there is a change to local or national guidance.

Reviewed By	Local Governing Body
Meeting at which policy was reviewed and approved	September 2025
Next Review Date	September 2026

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## 1.0 Statement of intent

This plan should be read in conjunction with the School Improvement & Development Plan and outlines the proposals of the governing body of the Clarion Corvus Education Trust Schools to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The executive headteacher and other relevant members of staff
- Governors
- External partners

This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

## 2.0 Accessibility Plan to Support Disability Equality

Outcome	Aspect of duty	Action	When	Who	Measure
Disabled toilet maintained for fitness of purpose	Promote equality of opportunity. Take steps to take account of person's disabilities.	To ensure that equipment is serviced and that room remains in good state of decoration.	Ongoing	Hoist Service agents	Disabled students/parents report that toilet is fit for purpose.
Eliminating any negative attitude amongst pupil population.	Promote positive attitudes. Eliminate any harassment of disabled persons.	Use the social and emotional aspects of learning to raise the issue with pupils. Take part in anti-bullying week.	Ongoing	PSHE co-ordinator. All teaching staff and Teacher Assistants.	Pupils report no harassment or incident has been worked through with successful outcome.
Lunchtime and club arrangements do not disadvantage disabled students.	Promote equality of opportunity.	Discuss with disabled pupils/parents to raise issues and then address them.	Regularly as part of policy review.	SENDCo and teaching Assistant Team.	Disabled pupils report satisfaction with lunchtime arrangements.
Library books, resources	Promote equal opportunity.	To ensure that the reading materials and resources provided portray disability in a positive light and include examples of pupils with disability.	Review annually.	SENDCo, Teachers, Teaching assistants Norfolk Children's Book Centre Sensory Support Service	There is a balance of resources which include children with disabilities.
Classroom resources ensure that disabled pupils are not treated less favourably.	Eliminate discrimination.	Analysis of resources required by students.	When pupil arrives at the school and then termly.	SENDCo, Teaching Assistants and Support Services. Sensory Support Service Parents.	Classroom resources enable full access to the curriculum.
Disabled pupils can access physical activities and drama	Eliminate discrimination.	Review current provision, plan for increased provision.	Prior to and on arrival at school then annually.	SENDCo Teaching Assistants. Support services.	Students taking part in physical activities and drama.

Safe exit procedures in case of fire alarm.	Take account of disabled person's disabilities.	Review emergency procedures and amend. Provide Personal Exit plan	Annually.	Health and Safety Officer and governor	Procedures work properly.
Disabled pupils able to take on positions of responsibility (e.g. School council)	Encourage participation in public life.	Review opportunities and match to pupils.	When positions are advertised and pupils are elected.	School Council. Teachers.	Disabled students taking on responsibility.
Provision to include greater inclusion of disabled parents.	Encourage participation in public life.	Register the fact of the parent's/carer's disability. Ensure that we reach out to disabled parents to encourage participation.	Prior to key events. Review annually.	Executive Headteacher Teachers.	Log of parental involvement.
Disabled staff feel well provided for in terms of special arrangements.	Take steps to take account of disabilities even where it means treating more favourably.	Consult with staff who are disabled and then ask them whether arrangements could be improved.	Annually	Line Manager	Disabled staff report satisfaction with arrangements.
Use of appropriate language	To ensure that appropriate language is used so as not to cause offence or embarrassment	Ensure that staff are aware of the need to use appropriate language i.e. 'wheel chair user' not 'wheel chair dependent.' And 'pad' not 'nappy'	At all times	All staff	Disabled pupils are not embarrassed or offended.
All pupils to be included in curriculum delivery of Sport and The Arts	Promote equality of opportunity.	Activities are differentiated to enable all pupils to access the curriculum	At all times	Executive Headteacher and all teaching staff involved in planning an delivery	No pupil is excluded from an area of curriculum delivery.

### 3.0 Accessibility Plan to Support Gender Equality

Outcome	Aspect of duty	Action	When	Who	Measure
Toilets maintained for fitness of purpose	Promote equality of opportunity. Take steps to take account of person's gender.	To ensure that equipment is services and that room remains in good state of decoration.	Ongoing	Caretaking staff	Students/parents/staff report that toilet is fit for purpose.
Eliminating any negative attitude amongst pupil population.	Promote positive attitudes. Eliminate any harassment of disabled persons.	Use the social and emotional aspects of learning programme (PATHS) to raise the issue with pupils. Take part in anti-bullying week.	Ongoing	PSHE co-ordinator. All teaching staff and Teacher Assistants.	Pupils report no harassment or incident has been worked through with successful outcome.
Lunchtime and club arrangements do not disadvantage students.	Promote equality of opportunity.	Discuss with pupils/parents to raise issues and then address them.	Regularly as part of policy review.	SENDCo and teaching Assistant Team.	Pupils report satisfaction with lunchtime/extra curricular arrangements.
Library books, resources	Promote equal opportunity.	To ensure that the reading materials and resources provided portray gender in a positive light and include a balance of books and resources that appeal to boys and girls.	Review annually.	SENDCo Teachers Teacher assistants Library Service	There is a balance of resources which appeal to all pupils
Classroom resources ensure that groups of pupils are not treated less favourably.	Eliminate discrimination.	Analysis of resources required by students.	When pupil arrives at the school and then termly.	SENDCo, Teaching Assistants and Support Services. Parents.	Classroom resources enable full access to the curriculum.
All pupils able to take on positions of responsibility i.e. School council, Eco-Rangers, Playground Buddies.	Encourage participation in public life.	Review opportunities and match to pupils.	When positions are advertised and pupils are elected.	School Council. Teachers.	Boys and girls taking on responsibility.

Provision to include greater inclusion of fathers.	Encourage participation in public life.	Ensure that we reach out to all parents to encourage participation.	Prior to key events. Review annually.	Executive Headteacher Teachers.	Parental involvement.
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## 4.0 Accessibility Plan to Support Race Equality

Outcome	Aspect of duty	Action	When	Who	Measure
Eliminating any negative attitude amongst pupil population.	Promote positive attitudes. Eliminate any harassment.	Use the social and emotional aspects of learning programme (PATHS) to raise the issue with pupils. Take part in anti-bullying week.	Ongoing	PSHE co-ordinator. All teaching staff and Teacher Assistants.	Pupils report no harassment or incident has been worked through with successful outcome.
School to promote a greater positive focus on other cultures and living faiths.	Promote positive attitudes.	To continue links with third world Country. Organise visits and visitors. Create programme for next 5 years.	From the start of this school improvement and development plan	All teaching staff are responsible.	Annual evaluation.
Lunchtime and club arrangements do not disadvantage students.	Promote equality of opportunity.	Discuss with pupils/parents to raise issues and then address them.	Regularly as part of policy review.	Executive Headteacher, Teachers and Teaching Assistants	Pupils report satisfaction with lunchtime arrangements.
Library books, resources	Promote equal opportunity.	To ensure that the reading materials and resources portray race in a positive light and include examples of pupils of different ethnic origin.	Review annually.	Executive Headteacher Teachers Teacher assistants Library Service	There is a balance of resources which include children of different ethnic origin.

Classroom resources ensure that groups of pupils are not treated less favourably.	Eliminate discrimination.	Observation of classroom practice.	When pupil arrives at the school and then termly.	Teachers, Teaching Assistants and Support Services. Parents.	Classroom resources enable full access to the curriculum.
All pupils able to take on positions of responsibility i.e. School council, Eco-Rangers, Playground Buddies.	Encourage participation in public life.	Review opportunities for pupils.	When positions are advertised and pupils are elected.	School Council. Teachers.	All pupils having the same opportunity to take on responsibility.
Ensure that parents are aware of our anti-discriminatory practice and that there should be no discrimination amongst parents	Promote our anti-discriminatory practice through brochures, bulletins and signs.	Ensure that information is displayed clearly	Review annually.	Executive Headteacher Teachers.	No incidents reported. Parents well informed.