



WILLOW TREE Academy

Accessibility Plan



THE LEAF CENTRE



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Version	1
Review Cycle	annually
Review Date	November 2026

Principles

As outlined 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.

Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.

- Our staff recognise their duty under the Equality 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.

Aims

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Our setting recognises and values a child/ young person's/parent's knowledge of their disability. We recognise the effect which this has on the ability to participate in daily activities across the curriculum and throughout school, ensuring that we are respectful of parents and children's rights to confidentiality.

The plans, over time, look to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.

It will look to increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.

It will look to improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include appropriate sizing as we work closely with the Visual Impairment Team who support us to meet the needs of all our children and families.

Below is our Action Plan, relating to these key aspects of accessibility. This plan will be reviewed and adjusted on an annual basis. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Equal Opportunities
- Staff Development
- Health & Safety
- Inclusion
- Behaviour Management
- School Improvement Plan
- School Prospectus and Mission Statement

The school will work in partnership with the local education authority in developing and implementing this plan.

Reviewed and updated by the Senior Leadership Team and Governors - November 2025

Greasbrough Primary School Accessibility Plan

Compliance with the Equality Act 2010

<u>Accessibility Outcome</u>	<u>Action</u>	<u>Who?</u>	<u>Time frame</u>
Protection against discrimination	<p>Training for Awareness Raising of Equality Issues.</p> <p>Challenge all discriminatory behaviour following school policies and procedures</p>	<p>SENCO/ Inclusion and Behaviour Lead</p> <p>Senior Leadership Team</p>	Long term
Recognise needs of all pupils, particularly those with particular protected characteristics	<p>Early identification</p> <p>Liaising with previous settings, parents and carers</p> <p>Staff training</p>	<p>SENCO/ Inclusion and Behaviour Lead</p> <p>Senior Leadership Team</p>	Long term

Accessing the curriculum

<u>Accessibility Outcome</u>	<u>Action</u>	<u>Who?</u>	<u>Time frame</u>
Ensure appropriate training for staff who teach children with a hearing impairment or visual impairment	Liaise with Hearing and Visual Impaired Service as and when necessary	<p>SENCO/ Inclusion and Behaviour Lead</p> <p>Class teachers</p>	Short term into long term
Training for staff in the identification of and teaching children with a range of learning needs and disabilities, including physical disabilities	Relevant staff attend appropriate training. Outreach provision from external agencies.	<p>SENCO/ Inclusion and Behaviour Lead</p> <p>Senior Leadership Team</p>	Long term
Staff and parent understanding of RHE and where it sits within the PSHE curriculum	<p>Publish policy and scheme of work</p> <p>Parent consultations at policy development stage</p>	<p>PSHE/RHE Lead</p> <p>Senior Leadership Team</p>	Long term

	Sharing of information where parental withdrawal is an option		
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Accessing the physical environment

<u>Accessibility Outcome</u>	<u>Action</u>	<u>Who?</u>	<u>Time frame</u>
Ensuring the classroom environment is accessible for all and does not add a further barrier for pupils with a disability.	Classrooms are optimally organised to promote the participation and independence of all pupils	Senior Leadership Team Class Teachers Support staff	Short term - immediate effect
Accessing environments to ensure accessibility outside of the school premises - school visits etc.	Ensure needs of pupils with SEND incorporated into planning process	Senior Leadership Team Class Teachers Support staff	Mid term
Entrances to school to be accessible for all	Review and audit Reviewing of fire exits	Senior Leadership Team	Long term
Toilets to be fully accessible for personal care needs	Review and audit Consideration when choosing children's classrooms	Senior Leadership Team Pastoral Team	Long term

Access to information advice and guidance

<u>Accessibility Outcome</u>	<u>Action</u>	<u>Who?</u>	<u>Time frame</u>
Ensure all children on SEN register across all area of needs and disabilities have regular review meetings and provision is mapped	Clear identification of need Provision mapping Child centred meetings with parents/carers	SENCO/ Inclusion and Behaviour Lead Senior Leadership Team Class teachers	Termly

<p>Knowledge of how to improve home school communications and accessibility of these</p>	<p>Class dojo translations</p> <p>Offer interpretations where needed</p> <p>Visual cues</p> <p>Use of ICT to share news and information</p>	<p>SENCO/ Inclusion and Behaviour Lead</p> <p>Senior Leadership Team</p>	<p>Regular</p>
<p>Ensuring pupils and parents with a visual/hearing impairment are supported in their receiving of information</p>	<p>Provide written information in alternative formats</p>	<p>SENCO/ Inclusion and Behaviour Lead</p> <p>Senior Leadership Team</p> <p>Class teachers</p>	<p>Long term</p>