

Whitchurch CE Federation

Accessibility Plan



Approved

September 2026
3yr plan 25-26, 26-27, 27-28

Review date

This Accessibility Plan will be reviewed annually and updated in response to changes in legislation, guidance, the needs of pupils and the Federation's improvement priorities.

At The Whitchurch Church of England Federation (Whitchurch CE Infant and Nursery Academy and Whitchurch CE Junior Academy) we are aware that we have a general duty under the Equality Act 2010 to provide a fully accessible environment to all. With this in mind, this accessibility plan has been drawn up and will advise other school planning documents. The accessibility plan will be reported on annually in respect of progress and outcomes and provides a projected plan for the next three years.

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

Accessibility includes:

- Physical access to buildings and facilities.
- Access to learning, teaching and the wider curriculum.
- Access to information and communication.
- Access to educational visits and extra-curricular activities.
- Access to digital and online resources.
- Access to safeguarding support and pastoral provision.

Legislative Framework

This Accessibility Plan has been developed in accordance with:

- Equality Act 2010
- SEND Code of Practice: 0-25 Years
- Children and Families Act 2014
- Keeping Children Safe in Education 2026
- Working Together to Safeguard Children
- The Public Sector Equality Duty
- Special Educational Needs and Disability Regulations 2014
- Statutory Framework for the Early Years Foundation Stage

The Federation recognises its duty to make reasonable adjustments for disabled pupils, staff, parents and visitors and to promote equality of opportunity.

Safeguarding and Accessibility

The Federation recognises that children with Special Educational Needs and Disabilities (SEND) and those with medical needs may be at greater risk of abuse, neglect, bullying, discrimination, exploitation or child-on-child abuse. All staff are trained to understand and respond appropriately to the additional vulnerabilities that some pupils may experience. Staff are expected to maintain a culture of vigilance and act in accordance with the Federation's Child Protection and Safeguarding Policy and Keeping Children Safe in Education 2026.

The Federation is committed to ensuring that all pupils, regardless of need or disability, can access support, communicate concerns and participate fully in school life. Reasonable adjustments will be considered to ensure that safeguarding procedures, reporting systems and pastoral support are accessible to all pupils.

Accessibility considerations will form part of:

- Individual pupil support plans
- SEND support plans
- Education, Health and Care Plans (EHCPs)
- Behaviour support plans / RAMP plans
- Risk assessment
- Medical care plans
- Educational visits
- Personal emergency evacuation plans (PEEPs), where required

The Federation will work in partnership with pupils, parents, carers and external agencies to identify and remove barriers that may impact a pupil's safety, wellbeing, participation or achievement.

The Governing Body and Senior Leadership Team will ensure that accessibility and safeguarding arrangements are regularly reviewed to promote the welfare, inclusion and achievement of all pupils.



The accessibility plan aims to improve the accessibility of provision for all pupils, staff and visitors to the Federation in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The accessibility plan will contain relevant actions to:

- Improve access to the physical environment of each Academy building, adding specialist facilities as necessary. This covers improvements to the physical environment of the Academies and physical aids to access education.
- 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 Federation such as participation in after-school clubs, leisure and cultural activities or educational visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the Federation/ Academies and Federation / Academy events. The information should be made available in various preferred formats (e.g. dyslexia friendly formats) within a reasonable time frame.

Monitoring and Evaluation

The Accessibility Plan will be monitored through:

- Governor monitoring visits.
- SEND reviews.
- Health and Safety checks.
- Pupil voice activities.
- Parent feedback.
- Accessibility audits.
- Annual review by senior leaders.

Progress against actions will be reported to governors annually.



Objective 1: Improve Access to the Physical Environment

Objective	Action	Lead	Timescale	Success Criteria	Review
Physical accessibility	Complete annual access audit	Principal / Site Manager	Annual	Audit completed and actions implemented	25-26: Annual accessibility audits were completed across both academies. Identified improvements were actioned promptly, ensuring safe, inclusive and accessible environments for pupils, staff, parents and visitors. This included less cluttered entrances and less over colourful displays in corridors at the infants
Physical accessibility	Review emergency evacuation procedures for disabled users	Principal / H&S Lead	Annual	Individual plans updated	25-26: Emergency evacuation procedures were reviewed and updated. Individual evacuation arrangements remained current, ensuring disabled pupils, staff and visitors could be supported safely during emergencies. Specific zones and expectations for the SEND Hubs into Zone 1 (locked with their adults) and then a second more when further adults available following evacuation.
Physical accessibility	Ensure classrooms remain accessible for all pupils	SENDCo	Ongoing	Areas accessible and usable	25-26: Classroom layouts, resources and learning environments were reviewed regularly to maintain accessibility, enabling all pupils to participate independently and effectively in learning activities.
Physical accessibility	Ensure school is accessible for high needs SEND pupils, classrooms, corridors, toilets	Principal		Further accessibility to school	25-26: Accessibility across classrooms, corridors and toilet facilities was reviewed continually. Appropriate adjustments ensured <u>high-needs</u> SEND pupils could access all areas safely and with dignity. Building works taking place with Shropshire for the junior site.

Objective 2: Increase Access to the Curriculum

Objective	Action	Lead	Timescale	Success Criteria	Review
Curriculum access	Review reasonable adjustments for pupils with SEND and disabilities	SENDCo	Ongoing	Adjustments recorded and implemented	25-26: Reasonable adjustments were reviewed regularly and implemented effectively. Individual pupil needs were met through targeted support, promoting inclusion, participation and positive educational outcomes.
Curriculum access	Provide staff training on adaptive teaching	SENDCo / SLT	Annual	Training completed	25-26: Staff received training in sensory circuits, behaviour as communication, support plans, adaptive teaching strategies and inclusive classroom practice, increasing confidence and consistency in meeting the diverse needs of all learners
Curriculum access	Ensure educational visits are accessible	Visit Leaders	Ongoing	Participation rates maintained	25-26: Educational visits were carefully planned with accessibility in mind. Appropriate risk assessments and reasonable adjustments enabled all pupils to participate fully in enrichment opportunities. All SEND hub pupils had opportunities for trips/activities. See cultural capital passports.

Objective 3: Improve Access to Information

Objective	Action	Lead	Timescale	Success Criteria	Review
Information access	Provide documents in alternative formats on request	Office Staff	Ongoing	Requests met promptly	25-26: Information was provided promptly in alternative formats where required, ensuring pupils, parents, staff and visitors could access key communications and school information effectively (language translation and alternative-coloured backgrounds, also verbal not written)
Information access	Review communication methods for accessibility	SLT	Annual	Parent feedback positive	25-26: Communication methods were reviewed to improve accessibility and engagement. Positive feedback from families confirmed information was increasingly clear, inclusive and accessible to all stakeholders.
Information access	Maintain website accessibility compliance	Website Lead	Ongoing	Website accessible	25-26: Use of online tools to ensure website compliance and accessibility.