



Winshill Village Primary and Nursery School

Accessibility Statement



Reviewed: September 2025,
September 2026

Next Review: September 2027

Winshill Village Primary & Nursery School
Accessibility Statement

Statement of Intent

This plan should be read in conjunction with the School Improvement Plan and outlines the proposals of the governing body of Winshill Village Primary and Nursery School to increase access to education for pupils with disabilities, in line with the planning duties of the Equality Act 2010.

A person is regarded as having a disability under the Act where they have 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, facilities, and services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

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

- Monitor recruitment procedures to ensure 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.
- Undertake reasonable adjustments to enable staff to access the workplace.

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

- Parents/carers of pupils
- The Headteacher and relevant staff
- Governors
- External partners

This plan is reviewed annually to reflect the changing needs of the school community and following any significant refurbishment or development of the premises.

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Accessibility Plan

An Access Audit was carried out by the HT and School Business & Facilities Manager in September 2026. A number of recommendations were made as follows:

Access Report Ref	Issue	Activity	Timescale	Cost
1	Nil			
2				
3				
4				

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Planning Duty 1: Improving Access to the Curriculum

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

Target Area	Strategy	Outcome	Timeframe	Achievement
Adaptive teaching	SLT and SENDCo to monitor differentiation and provision for SEND pupils	All teachers meet children's needs effectively	Ongoing	Increased curriculum access
Interventions	SENDCo to review impact of interventions and purchase resources where required	Interventions raise pupil progress and attainment	Ongoing	Improved outcomes
Classroom organisation	Ensure classrooms support inclusion, accessibility and independence	Learning environment is accessible to all pupils	Ongoing	Pupils with additional needs fully included
Staff training	Provide training on ISPs, SEND support and medical needs	Staff equipped to support pupils with additional needs	As required	Staff confidence and pupil progress increased

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Assessment provision	SENDCo to ensure appropriate assessment materials are available	SEND pupils appropriately supported	Ongoing	More accurate provision
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Governing bodies should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

Planning Duty 2: Improving Access to the Physical Environment

Target Area	Strategy	Outcome	Timeframe	Achievement
Corridors and pathways	Keep clear of obstructions	Whole school accessible to all	Immediate	Accessible school
Access to classrooms & outdoor learning	Maintain level/ramped access and ensure field/Forest School paths are accessible	Pupils with physical disabilities access all areas	Based on need	Inclusive access
Accessible toilets and changing facilities	Maintain existing provision	Pupils with physical disabilities can access facilities	Immediate	Inclusive access maintained
Reception area	Maintain accessible height and layout	All visitors can use reception comfortably	Ongoing	Inclusive environment
Sensory/positive play provision	Maintain and develop nurture and	Pupils access emotional and sensory support	Ongoing	Improved wellbeing and self-esteem

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	wellbeing spaces			
Lighting	Ensure LED lighting across school	Improved learning/working environment	Ongoing	Brighter, environmentally friendly school

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

Planning Duty 3: Improving Delivery of Written Information

Target Area	Strategy	Outcome	Timeframe	Achievement
Alternative formats	Provide large print, translated or audio versions when requested	Parents and pupils can access information	Ongoing	Information accessible
Website	Regularly review accessibility of website	Website fully accessible to all	Ongoing	Inclusive communication
Communication with parents	Ensure text/email systems are accessible for all parents	School information reaches all parents	Ongoing	Improved parental engagement

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Letters and newsletters	Provide large print for those with visual impairment	All parents can access correspondence	Ongoing	Inclusive communication
Social media	Use platforms to celebrate and inform	Wider access to school information	Ongoing	Improved engagement