

Wootton Bassett Infants' School



Accessibility Action Plan

Author:	WBIS
Approval Level:	HT/GB/G
Issue Date/Last Amended	March 2026
Review Date:	March 2029
Review Cycle:	3 years

Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Contents

Action plan.....	1
Part 1. Opening Statement	1
School Context	1
Aims	1
Objectives	1
Part 2. School and Pupil Data Analysis.....	2
School and Pupil Data Analysis	2
What the data tells us.....	3
Part 3. Consultation with Stakeholders	3
Consultation with Stakeholders.....	3
Part 4. Good Practice in School.....	4
Access to the Curriculum	4
Access to the Physical Environment	5
Time out of class	6
Challenging areas of the curriculum e.g., PE, swimming, Sports Day etc.....	6
Access to the physical environment	7
Mobility and moving around School.....	8
Access to Information	8
Part 5. Accessibility Action Plan	9
Area 2: To improve the physical environment of the school to ensure disabled pupils can access all benefits, services and facilities offered by the school	9
Area 3: To improve the delivery of information to disabled pupils so information is available equally to all pupils	11
Part 6. Sources of Information.....	12
Sources of information	12

Part 1. Opening Statement

School Context

Wootton Bassett Infants' School is situated in the heart of the community. It is renowned for its caring and family atmosphere and welcomes pupils from the vibrant, diverse community that surrounds the school. We are proud that our school is well regarded and is known throughout the area as being caring and inclusive. At Wootton Bassett Infant School we strive to provide a safe, caring, and nurturing environment built on trust and respect. Our mission statement 'Where Learning is Fun' reflects our understanding and belief that all children need to feel happy and secure both physically and emotionally in order to learn and achieve their potential. We celebrate the uniqueness of every pupil and value everyone's contribution to the life of our school. Our guiding principle is our belief that full social and educational inclusion can be achieved and reflected in our school; a school where there are no 'invisible pupils' and where all feel a sense of belonging and participation rather than just 'being there'. We aim to help our pupils develop to become confident, independent and resilient individuals. We aim high and are aspirational in how we expect our pupils to behave and what we expect them to achieve. We offer high quality teaching that enables our pupils to achieve their potential and take pride in their achievements. Wootton Bassett Infants is committed to the full social and educational inclusion of all pupils and takes positive actions to ensure that this is the case for pupils with disabilities. The school has a commitment to identifying barriers and challenges to access and learning and making reasonable adjustments for disabled pupils to enable full participation.

Aims

Wootton Bassett Infant School aims to deliver an ambitious vision for pupils with disabilities, which is demonstrated by all staff. The school aims to ensure that pupils with disabilities make good progress from their starting points through flexible quality first teaching incorporating adaptations and modifications to enable access and interventions, where appropriate. The school aims to 'level the playing field' for those with disabilities and strives to provide appropriate, well-considered support that is delivered seamlessly across all teaching, learning and social situations and maximises independence.

Objectives

All staff will demonstrate knowledge of equality legislation in relation to pupils, staff and visitors with disabilities and understand their role in implementing it. All staff will have a 'can do' attitude underpinned by a collaborative, problem-solving, solution-focused approach to new challenges, as they arise. The school will have systems in place that support the access and inclusion of pupils with disabilities e.g., Risk Assessments,

Moving and Handling Plans, Individual Healthcare Plans, Transition Plans, etc. The school will continue to try to improve the physical environment and facilities to enable pupils with complex physical needs to fully access the school site. The site presents many challenges, but we endeavour to take every opportunity to make the school inclusive for all no matter the disability.

Part 2. School and Pupil Data Analysis

School and Pupil Data Analysis

Definition of disability.

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

(This can include conditions affecting the body or mind, such as mobility issues, autism, ADHD, depression, diabetes, cancer, or chronic illnesses.)

Current pupil data shows that at the start of academic year 2025-26 there are 3 pupils regarded as disabled under the definition within the Equality Act 2010. Pupil data is collated according to primary area of need, but for some pupils this is more challenging as they have co-existing conditions or areas of need. To reflect this complexity and map the multiple impacts of disabilities on pupils, the following table further analyses the needs of the pupil population in terms of overlapping conditions and their impact on SEMH and attendance.

Area of Need	Number of pupils where...			
	This is their primary area of need	This is their primary area of need, but also has additional co-existing conditions	There is an impact on SEMH	There is an impact on Attendance
Physical disabilities	0	0	0	0
Long term, complex or fluctuating/ degenerative medical needs	0	0	0	0
Sensory support needs	0	Vision: 0 Hearing: 0 MSI: 0	0	0

Autism	3	2	2	0
Speech, language, and communication needs	17	0	1	0
Cognition and learning needs	6	6	0	0

What the data tells us

At present we have no wheelchair dependent pupils, parents or members of staff. However, we do have people with limited mobility visiting the school regularly and the main facilities are available to them with adaptations in place to ensure they can access the site safely and appropriately.

Wootton Bassett Infant School has 27 pupils on roll who have a disability and that are protected under the Equality Act 2010. Eight of these pupils have multiple conditions that impact on more than one aspect of their social and educational inclusion. Three of these pupils experience some impact on their mental health and wellbeing. There is very little impact on their attendance and overall attendance for children with a disability is good.

Part 3. Consultation with Stakeholders

Consultation with Stakeholders

At Wootton Bassett Infant School we ensure that we consult with all stakeholders around accessibility planning. This includes consultation with staff, pupils, parents/carers, governors and the wider community. The consultation ensures that the views of ALL are taken into consideration and the plan modified where reasonable to meet the needs of stakeholders.

This Accessibility Plan has been discussed with:

The full school staff team includes Governors, Headteacher, Senior Leaders, Business Manager, Site Manager, Teachers, Teaching Assistants, Before and After school club staff.

There are many stakeholders who may be consulted and involved in the decisions the school takes to promote equality and accessibility for disabled children and adults:

affected people could include parents, pupils, staff, governors and members of the local community.

There are many stakeholders who may be **consulted and involved** in the process through meetings with:

- Staff
- Parent/carers and disabled members of the local community focus group
- Pupil voice activity by the school council
- SLT
- Governing Body

Part 4. Good Practice in School

Access to the Curriculum

At Wootton Bassett Infant School we strive to enable access to the curriculum for pupils with a disability. The following statements outline the range of strategies we use to help achieve this:

- Pupils at Wootton Bassett Infant School with disabilities have access to the full curriculum and, where necessary, this is tailored to best suit their individual needs.
- Adaptations may be necessary to ensure that pupils with a disability are able to equally access the curriculum alongside their peers via appropriate teaching and learning opportunities.
- Staff recognise that not all pupils with a disability have special educational needs. School interrogates and analyses data to monitor the attainment and progress of pupils with disabilities.
- Where a pupil does have additional educational needs then they are able to access learning interventions alongside their peers.
- Staff are deployed, as appropriate, to support pupils to access the curriculum.
- Staff understand the needs of individual pupils and how to best support access to the curriculum, including how to use any aids, equipment or ICT.
- Staff understand the need to balance the support provided with the need to maximise the pupils' independence. Whenever possible, staff facilitate independent access to the curriculum.
- Our school uses a number of strategies and programmes to support the inclusion of pupils with disabilities.

See [provision map](#) on our website for further information.

- Our school provides CPD/staff training on areas of need identified as being important for accessing the curriculum e.g., training in Makaton, use of visual timetables, speech, language and communication strategies, sensory processing training.

Pupils are supported to access the benefits, services and facilities as part of the wider curriculum offered by the school. The range of strategies used to help achieve this access are developed on an individual basis with outside agencies used to support where applicable:

- use of chrome books and iPad where necessary with appropriate positioning of equipment for ease of use.
- any specialist equipment such as specialist keyboards.

Procedures are in place for staff to monitor aids and equipment to ensure that it is safe and fit for purpose and systems are in place for staff to report faults and do action repairs. Procedures are in place for staff to feedback on the effectiveness or otherwise of aids and equipment so that its use can be reviewed, and if necessary, more appropriate aids or equipment are provided.

Access to the Physical Environment

At Wootton Bassett Infant School, we strive to enable access to the physical environment for pupils with a disability. The following statements outline the range of strategies we use to help achieve this:

Aids and equipment are used effectively to support access to the curriculum for pupils with physical disabilities. The staff will seek the advice and support of external agencies to ensure we offer the full range of strategies that might be required.

Examples of this include:

- The pupil's seating and positioning is supported by provision of specialist chairs.
- The pupil's seating and positioning is supported by provision of flexible surface solutions, writing slopes, adapted rulers, and a range of adapted scissors.
- Adapted PE equipment is provided for pupils with physical disabilities e.g., lightweight bats and balls, easy-catch balls, scarves, large football for wheelchair football, low level nets etc.

Equipment to support access to the curriculum, in particular responding to the curriculum, is available for pupils with associated speech, language and communication needs. This includes:

- symbols e.g., Widgit
- photographs
- visuals

Time out of class

Our school acknowledges that pupils with a disability may require time out of class for a number of valid reasons, including:

- Programmes delivered by staff in school e.g., SPARKS, Sensory Circuits.
- Appointments with visiting healthcare professionals in school e.g., physiotherapist, occupational therapist, specialist nurse, SALT etc.
- Increased likelihood of the need to access therapeutic interventions e.g., art therapy, play therapy, school counsellor, therapy dog etc.

Our school acknowledges that pupils with a disability may require time out of school for a number of valid reasons, including:

- to attend healthcare appointments,
- increased likelihood of absence due to ill health,
- absence due to surgery or medical procedure.

Our school has strategies in place to ensure that the pupil accesses the content of the curriculum that has been missed e.g. on return to class the teacher spends time briefing the pupil and supporting with task, pupil has access to online learning, appropriate work is sent home if pupil is recuperating and is well enough to do some activities etc. Our school ensures that the pupil's absence record considers medical needs and the pupil is not unduly penalised.

Challenging areas of the curriculum e.g., PE, swimming, Sports Day etc.

- Pupils with disabilities are able to access and participate in all aspects of the PE curriculum: games/ sports /gymnastics /dance /swimming.
- Adjustments and adaptations are made to enable full participation on an individual basis and may include, provision of adapted equipment, 1-1 adult support, provision of moving and handling support to transfer position etc.
- If appropriate, a pupil focused PE Support Plan, that includes risk assessment and identifies specific areas of support, is in place.
- Sports that are traditionally associated with people with disabilities such as Boccia are included in the PE curriculum for all pupils.
- Pupils with disabilities are able to fully access and participate in the school Sports Day.

Pupils are supported to access the benefits, services and facilities as part of the wider curriculum offered by the school. The range of strategies used to help achieve this access are:

- Our school supports all pupils' access to all aspects of school life, including access to the wider curriculum e.g., extra-curricular clubs, after-school and breakfast clubs and off-site trips and visits.
- Pupils with disabilities are able to access all off-site visits and events due to careful advance planning by staff. Visits and events are planned individually to take into account the needs of attending pupils with disabilities.
- Pupils with disabilities are able to access extra-curricular clubs, after-school clubs and breakfast clubs due to careful planning by staff.
- When necessary, additional staffing is provided for school clubs to enable pupils with personal care needs or medical support needs to attend e.g., pupils with diabetes, epilepsy, etc.
- Sports Day would be adapted to include activities accessible to all including pupils with a physical disability who may use mobility aids or equipment e.g., power or manual wheelchairs, walking frame.
- A pupil specific risk assessment is completed for all off-site trips and visits in addition to the class/ group generic risk assessment.
- Accessible coaches/alternative transport options are always used for trips involving pupils with disabilities.
- Adjustments and adaptations are made to enable full participation on an individual basis and may include, provision of adapted equipment, additional adult support, provision of moving and handling support to transfer position etc.

Access to the physical environment

At Wootton Bassett Infant School, we strive to enable access to the physical environment for pupils with a disability. The following statements outline the range of strategies we use to help achieve this:

- The school site complies with the Planning and Building Regulations: Part M.
- The school recognises that compliance does not guarantee that the site is accessible for pupils with complex needs and recognises the need to be adaptable in terms of meeting future such needs.
- Pupils with disabilities are able to access to the school site.
- School undertakes a full buildings accessibility audit every three years as part of the process of reviewing the Accessibility Plan.
- The Site Team and SENCO carry out a termly walk around the site to review physical accessibility.
- School understands they may need to consult the following stakeholders around changes to improve access to the physical environment: pupils, parents/carers, specialist services, disabled people's groups, local community, local authority.

Mobility and moving around School

The school site is situated on a hill with many steps to negotiate. However, we have strategies in place to ensure the site is accessible to pupils with disabilities, including those with physical disabilities who use mobility equipment such as a powerchair, manual wheelchair and walker. Issues, adaptations and any support required is highlighted for individual needs and considerations put in place.

- Pupils are able to access upper floors either independently or with support.
- Staff encourage pupils with disabilities to move around the site as independently as is possible but support the children according to their needs.

Risk Assessments are carried out for individual pupils with disabilities as required.

Access to the site is supported by a comprehensive risk assessment that covers the following indoor and outdoor environment areas of the school:

- access to the site
- reception/ main entrance
- the pupils' route into school
- classrooms
- intervention areas
- calm spaces
- dining hall / assembly hall
- outdoor recreation areas
- outdoor playing fields

Access to Information

At Wootton Bassett Infant School, we strive to enable access to information for pupils with a disability. The following statements outline the range of strategies we use to help achieve this:

Our school ensures that delivery of information, such as letters, information about the school/ school events and the website are accessible to pupils, staff, parents and visitors with disabilities. The following statements outline the range of strategies we use to help achieve this:

- The school provides information in alternative formats e.g., plain English, use of visuals and symbols, with reading support, in other languages etc.
- The school utilises technology to share information in a variety of formats e.g., social media, apps etc.
- The school utilises technology to share information with pupils e.g., specialist software/ apps where necessary.

Part 5. Accessibility Action Plan

Improving outcomes for all children lies at the heart of the school's development plan. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning across the school. We aim to meet every child's needs within mixed ability, inclusive classes and through carefully planned intervention.

Target 1:

Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits).

Action/ Strategies	Resource Implications	Timescale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum and ensuring progress of all pupils.	Staff training implications. CPD for differentiation, adaptation and interventions	Ongoing and as required. As part of induction for new staff	SENDCo	Raised staff confidence in strategies for differentiation and increased pupil participation. Ensuring specific progress measures are in place for pupils with statutory plans. All staff are aware of individual's needs. All pupils in school can access all educational visits and take part in a range of activities. All pupils have access to high quality PE provision.
Ensure support staff have specific training on disability issues	Staff training needs and access to CPD	Ongoing and as required	SENDCo	
Ensure all staff are aware of disabled pupils curriculum access	Information sharing of individual plans and targets All agencies involved	Ongoing and as required	SENDCo	
Use computing software to support learning	Software installed where needed.	Ongoing and as required	SENDCo/ Computing lead	
All children to enjoy school trips and experiences outside of the classroom	Appropriate risk assessments in place to take into consideration pupils with disabilities (on Evolve).	Ongoing and as required	SENDCo Headteacher Visit lead teacher	
PE curriculum is accessible for all.	Information on accessible sports is available and discussed with PE provider and staff.	Ongoing and as required	SENDCo, PE lead	

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

Area 2: To improve the physical environment of the school to ensure disabled pupils can access all benefits, services and facilities offered by the school

Provision, in exceptional cases, will be negotiated when pupils' specific needs are known. We will always assess each child's needs and adapt accordingly where possible. We have a wide

range of equipment and resources available for day-to-day use. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

Target 2: To improve the physical environment of the school to ensure disabled pupils can access all benefits, services and facilities offered by the school				
Action/ Strategies	Resource Implications	Timescale	Responsibility	Success Criteria
The school to be aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors.	To create access plans for individual disabled pupils as part of their personal education plan when required Through questions and discussions find out the access needs of parents, governors and staff. Consider access needs during recruitment process (included in application form for staff.)	As required Induction and going if required. Recruitment process	SENDCo/Class teachers Head teacher	EHCPs in place for disabled pupils and all staff aware of pupils needs. All parents, governors and staff have appropriate access to the school site and activities. Access issues do not influence recruitment and retention issues. Buildings are usable by all All disabled pupils and staff working alongside them are safe in the event of a fire All disabled staff, pupils and visitors are able to have safe egress as per the evacuation plan
Layout of school to allow access for all pupils to all areas regardless of need	Consider needs of disabled pupils, staff, governor's parents or visitors when considering any events, development of the school grounds.	On going	Head teacher Governors Site manager School Business Manager	
Ensure all disabled pupils can be safely evacuated.	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties. Develop a system to ensure all staff are aware of their responsibilities.	On going	SENDCo	
All fire escape routes are suitable for all.	Ensure all areas of school can have wheelchair access to places of safety	On going	Head teacher Governors Site manager School Business Manager	
Ensure accessibility of access to appropriate equipment including ICT equipment.	Alternative equipment to be made available. Links with appropriate agencies	On going and as required	SENDCo	

Area 3: To improve the delivery of information to disabled pupils so information is available equally to all pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, and information about school events. The information should take account of pupils' disabilities and theirs and their parents' preferred formats. These will be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The school's ICT infrastructure will enable us to access a range of materials supportive to need.

Target 3: Improving the delivery of written information to families to make written information that is normally provided by the school to its pupils available to those with disabilities. The information should take account pupils' needs and theirs and their parents' preferred formats. These will be made available within a reasonable timeframe.

Action/Strategies	Resource Implications	Timescale	Responsibility	Success Criteria
Review information to parents to ensure it is accessible	Provide information and letters in clear print in plain English. School office will support and help parents to access information and complete school forms. Ensure website and all document accessible via the school website can be accessed by the visually impaired.	Ongoing	Class teachers School Office Headteacher	All parents receive information in a form that they can access. All parents understand the headlines of any information provided by school. Excellent communication reflected in parent survey.
Improve the delivery of information, writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment. We have visual stress materials in school which can be used as and when appropriate e.g. tinted overlays	As required	SENDCo Class teachers	Where appropriate, pupils to have differentiated material that allows them to access a broad and balanced curriculum. Staff increasingly more aware of pupils' preferred method of communications.
Ensure all staff are aware of guidance on accessible formats	In house training or work with outside agencies as necessary.	Ongoing	SENDCo	

				Information about the school is accessible to all
Annual review information to be as accessible as possible	Continue to develop child friendly review formats and One Page Profiles	Ongoing	SENDCo	
Provide information in plain English, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form.	Ensure website is fully compliant with requirement for access by person with visual impairment	Ongoing	Head teacher SENCo School Office	

Part 6. Sources of Information

Sources of information

The following information has been used to develop this Accessibility Plan:

- pdnet Accessibility Planning Toolkit- including the case studies.
- Equality Act 2010