

Windrush Charlton Primary School Accessibility Plan 2026-2027

Schools are required to have Accessibility Plans showing how they are planning strategically to increase access over time; the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010. The plan must show how the school is:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable those with disabilities to take better advantage of education, benefits, facilities and services provided; and
- improving the availability of accessible information to those with disabilities.

Schools will need to provide adequate resources for implementing plans and must review them regularly. An accessibility plan may be a freestanding document but may also be published as part of another document such as the School Development Plan, a Single Equality Plan. OFSTED inspections may include a school's accessibility plan as part of their review.

An update of the improvements made to the school through the Accessibility Plan

Accessibility

Windrush Charlton is accessible to students and staff with physical difficulties.

Charlton has a lift to all main floors where disabled toilets, ICT suites, classrooms, halls, some group rooms, store cupboards, and libraries are located. All students can therefore access the curriculum.

There are ramps on the basement floor and a disabled route to the outside areas to ensure accessibility to the varying levels on this floor.

Mezzanine floors are not accessible to wheelchair users at Charlton, however there are facilities elsewhere within the school to ensure equality of provision. Evac chairs are placed on each floor at the Charlton site to enable any adult or child with mobility difficulties being able to evacuate the building safely should this need occur e.g. in case of fire when the lifts are not able to be used.

Facilities for pupils with special educational needs at the school including facilities which increase or assist access to the school by pupils who are disabled. *(Please note, the equipment list is only featuring 'key' pieces, there is a lot more equipment available to all our pupils including those with additional needs or disability).*

	Windrush Charlton
Environment	
External Ramp Access	X
Shower	x
Disabled Toilet	x
Cosimat Toilet	
Changing facilities	x
Totally Accessible with reasonable adjustments	x
Lift	x
Visible and audible emergency alarm	Audible only
Sensory room	x
Provision (staff trained to deliver)	
Provision Mapping	x
Access to external agencies	x
In school nurture group	x
Flexible lunchtimes if required	x
Learning Mentors: self-esteem, anger management, Draw and talk	x
Play therapy	x
Bereavement, counselling service for parents, children and staff	x
Family support, parenting classes, 1:1 support for parents	x
Speech and Language Therapist	x
Social Communication Project worker	x
Equipment	
Modified cutlery and beakers	x
Iren Overlays, individualised coloured exercise books	x

Visual timetables	x
Individual workstations	x
Writing slopes	x
Ear defenders	x
Pencil grips	x
Laptops/alpha smarts	x
Talking cards/Dictaphones	x
Posture chair for feeding	x
Left handed resources	x
Sensory Circuit and diet	x
Magnifier for Visual impaired pupils	

Updates to Accessibility

The Charlton site has increased the number of counsellors due to increased demand and have been able to provide rooms specifically for the school counsellors who works two days a week at this site. Due to being allocated specific rooms the counsellors have been able to set up a therapeutic space in which to carry out their work with children. We now have a trained ELSA TA to support children's mental health needs.

The Sensory room at the Charlton site is regularly utilised by our ASD students and those who require a sensory diet. Equipment is regularly updated. Another sensory room for KS1 and EYFS children is currently being developed for opening in Spring 27.

Windrush Charlton has a Hub which is set up as a low sensory arousal classroom environment and has bespoke individualised curriculums. This hub is accessed daily by children either with a diagnosis of ASD or awaiting a diagnosis, whose significant sensory needs means they find accessing the classroom environment challenging and their significant language needs means they cannot access the national curriculum. A teacher plans and oversees this provision.

Pupils with an EHCP and significant language difficulties are referred to CENMAC to access ACC devices to assist their communication.

The school continues to subscribe to the Clicker 8 licence. Clicker 8 is specialist writing software designed to support children with literacy difficulties including dyslexia. All KS2 classes have 3 workbooks in their class enabling up to 3 children to use this in lessons daily.



Target	Tasks	Timescale	Resources	Responsibility	Monitoring
Access to Curriculum Ensure ICT appropriate for pupils with disabilities.	Train new TAs and teaching staff on use of Communicate in Print where necessary.	Ongoing	WIDGIT Communicate in Print already in place at both sites	ICT Co-ord, SENCO & Trust Inclusion Lead	Leadership Team
	Provide alternative ways for children to record their work	Ongoing	School purchased Clicker 8 site licence.	SENCO and Trust Inclusion Lead	SLT and SENCo
Access to Curriculum Create effective learning environments for all utilising feedback from pupil groups.	Continued use of provision mapping and analysis to ensure alternative forms of communication and 'reasonable adjustments' are consistently being made for pupils who need this	Ongoing	Termly provision mapping and revision of resources.	All teachers	Trust Inclusion Lead and SLT



Access to wider curriculum Increase participation in school activities.	▪ Audit participation in extra-curricular activities and identify any barriers. ▪ Ensure school activities are accessible to all students. ▪ Ensure all trips planned are accessible for all pupils. Provide additional support when needed. ▪ Specific opportunities within the school identified to help children with SEND access positions of responsibility in school e.g. school council	Ongoing	Training needed on risk assessments for trips and enrichment activities for new staff.	HoS/DH Governors	Leadership Team Governors
Impact Analysis Ensure all policies consider the implications of Disability Access.	▪ Analyse impact of Local Offer resources and commissioned services.	Ongoing	Inclusion	Trust Inclusion Lead	Governors



Increase site access to meet diverse needs of pupils, staff, parents and community users.	▪ Revision of emergency planning procedures to include the use of the Evac chair, should a child or staff member with mobility issues be identified in school		Individual Evacuation plans if necessary	SENCO and Premises	Premises
Attitudes To promote positive attitudes to disability	▪ Review PSHE Curriculum ▪ Review Assembly Programme: widen focus of Different/Same theme ▪ Celebrate awareness weeks and days e.g. Downs Day, Autism Awareness week	Ongoing	Online resources Assemblies Use of Local Offer Services	PSHE Co-ord, SENCO and DHs	SLT and Governors

