



THE WREN

NURTURE · CHALLENGE · INSPIRE

Accessibility Plan

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1. Aims, Purpose and Background

Schools are required under the [Equality Act 2010 \(schedule 10\)](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#) to have an accessibility plan.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make ‘reasonable adjustments’ for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

The Wren aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

The purpose of the plan is to:

- Increase the extent to which disabled students can participate in the curriculum.
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled students.

1.1 Policy Objectives

Access to all is made available by:

- Adapting the curriculum and teaching methods.
- Adapting the accommodation, equipment and resources.
- Making written information accessible to students and families.

1.2 School Principles and Values

Each child, regardless of background, will receive a world-class education and be nurtured, challenged and inspired to aim high. At The Wren, we aim to create independent, creative and confident individuals who are skilled and ready for the world, and resilient to the challenges they face.

The Accessibility Plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

The school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including students, parents, staff and governors of the school

2. Management of the Policy

This policy is implemented and managed by the Senior Leadership Team in support of the SENDCO and will be approved by the Principal and Local Governing Body.

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary.

School	This policy is implemented and managed by the School Business Manager
Approval	Approved by Full Governing Body
Next review due	November 2028

3. Associated Policies

The accessibility plan is linked to the following policies and documents:

- [Child Protection and Safeguarding Policy Risk assessment policy](#)
- [Health and Safety policy](#)
- [Equality information and objectives \(public sector equality duty\) statement for publication](#)

4. Action Plan

Aim	Current good Practice	Objectives	Actions to be Taken	Person Responsible	Date to be Completed by	Success Criteria
<p>Increase access to the curriculum for students with a disability</p>	<p>Curriculum progress is tracked for all students, including those with a disability</p> <p>Targets are set effectively and are appropriate for students with additional needs</p> <p>The curriculum is reviewed to ensure it meets the needs of all students</p> <p>Inspirational Classrooms framework provides clear expectations for inclusive teaching</p> <p>Use of technology such as laptops/IPads/E Readers to support individuals' access needs.</p> <p>Use of access arrangements in exams</p>	<p>To create a shared understanding of inclusive learning and teaching</p> <p>To increase the use of inclusive learning and teaching strategies</p>	<p>Training/discussion at Middle Leaders meeting</p> <p>Review 'Habits of an inclusive classroom' framework to support Inspirational Classrooms</p> <p>Habits of attention implemented Climate walks to audit current status.</p> <p>Training to address areas for development identified in audit</p> <p>SENDCo trained to be aware of new updates to JCQ guidance.</p> <p>Access arrangements process changed to meet a wider range of needs.</p> <p>Access Arrangements process supports changes to JCQ.</p>	<p>VP Standards and Outcomes</p> <p>AVP Excellence</p> <p>Subject teachers</p> <p>SLT, SL, PL's, AVP Excellence & AVP Inclusion</p> <p>AVP Inclusion, Exams Officer</p> <p>AVP Inclusion, Exams Officer</p> <p>AVP Inclusion, Exams Officer</p>	<p>Ongoing</p> <p>May/June 2025</p> <p>July 2025</p> <p>July 2026</p> <p>October 2025 and repeated yearly</p> <p>November 2025 and repeated yearly</p> <p>November 2025 and repeated yearly</p>	<p>Engagement of stakeholders</p> <p>Ready for consultation</p> <p>Strategies embedded in school practice</p> <p>Baseline data collected and analysed. Training delivered and rated effective</p> <p>SENDCo attends Access Arrangements training yearly.</p> <p>Introduction of screening day.</p> <p>Introduction of 1:1 testing with qualified access arrangements assessor.</p>

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of students as required. This includes:</p> <ul style="list-style-type: none"> Single level on each floor removing the need for ramps Lift to access all floors Disabled parking bays Disabled toilets on all floors and changing facilities Sound absorption panels in classrooms Blinds on all windows to control glare High visibility strips on stairs Established working relationship with Berkshire Sensory Consortium professionals who offer advice regarding adaptations to the physical environment required to include specific students' needs regarding visual impairment. Sensory spaces available in Inclusion and The Roundhouse 	<p>To ensure that all classrooms offer a lower sensory environment.</p> <p>To ensure that students with significant sensory needs have adaptations available to ensure they are able to access the learning environment.</p>	<p>Explore and Audit current spaces</p> <p>Training from Berkshire sensory consortium.</p> <p>Ongoing training regarding key students and their needs.</p>	<p>SLT, AVP Inclusion, Student Support Officers</p>	<p>July 2025 and ongoing</p>	<p>Staff trained on how our classrooms should look to support reducing sensory overload.</p> <p>Staff aware of key students and their needs.</p>
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<p>Improve the delivery of information to all families</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes: Internal signage Large print/simplified resources such as visual timetables Pictorial or symbolic representations Wren 10 weekly newsletter including video clip</p>	<p>To ensure that all families can access and understand all communications from the school</p>	<p>Audit existing communication methods Gain community voice of existing communication methods</p>	<p>Senior Leadership Team</p>	<p>September 2026</p>	<p>Community voice and increased engagement with school activities and communication methods</p>
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