



The Willows School and Early Years Centre
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To become honest, active citizens and lifelong learners in a global society

Accessibility Plan 2025-26

Improving Physical Access

Target	Strategy	Outcome	Responsibility	Time Frame	Achievement
Maintain and enhance where possible, good physical access to school – e.g. level surfaces, easy access through the main entrances etc.	Regular checks made on the building and maintenance or improvements noted in premises action plans. Site walks to check school buildings and grounds. Feedback on health and safety in SLT meetings. Annual review of site to update accessibility plan for next academic year.	The school will be easily accessible to all pupils and staff.	Governors, Headteacher, School Office Manager, SENDCo	On-going annually	Welcoming, safe, accessible environment.
Ensure that equipment is regularly maintained and useable.	Specialist equipment, e.g. IWB's, computers are regularly serviced. Weekly site walks to check school buildings and grounds. Specialist medical equipment e.g. chairs, walkers and PE equipment e.g. wall bars are regularly check by relevant professionals.	Equipment will be safe to use	Headteacher, Site Manager make weekly checks	Weekly	Increase access to learning for all
Ensure that appropriate equipment is available for all pupils with a disability.	Specialist equipment will be purchased under the advice of professionals for pupils with a disability for example assistive and accessibly technology like digital	As specified on school provision map we will provide a range of digital equipment and resources. We will use appropriate colour of paper and	SENDCo, Leadership team	Ongoing as need arises and to monitor	Improve access to specialised equipment/resources to remove and reduce barriers to

	<p>magnifiers, Ipad with VHC server, different colour schemes to reduce and remove barriers to learning. Training will be provided to relevant staff. This year a particular focus will be given to meeting the needs of children who have a vision impairment.</p>	<p>white boards to reduce glare or increase contrast. Resources will be labelled and easily accessible. Ongoing advice re IT to ensure pupils have appropriate access to technology e.g. VHC server, text to speech, digital magnifiers for example. Adjustment to bathrooms for example grab rails and steps will be provided.</p>			<p>learning. Knowledgeable staff to use resources as part of provision.</p>
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Improving access to the curriculum

Target	Strategy	Outcome	Responsibility	Time Frame	Achievement
Training for teachers on differentiating the curriculum (including use of resources) to meet the needs of all learners	<p>Use staff meeting time to keep staff informed of up-to-date 'good' SEND practice.</p> <p>SENDCo to provide support in the form of coaching to support Teachers and support staff to meet the needs of specific children.</p>	All teachers are able to make reasonable adjustments to meet pupil's needs in order to access the curriculum.	SENDCO Leadership team	On-going Annual training delivered by SENDCo Leadership team and where appropriate outside agencies.	Increase in access to the curriculum.
Audit of pupil needs and staff training to meet those needs as appropriate.	Review the specific needs for pupils with a disability. Arrange training in order to support pupil's time in school.	<p>Teachers are aware of the barriers to learning and ensure as far as they are able that there is equality of access to learning.</p> <p>SENDCo to provide support re transition whatever the age of the child to ensure staff are</p>	SENCO Leadership team All staff involved.	Ongoing but specifically June/July transition from pre-school, from year to year	Ensure access to all school activities for all pupils.

		<p>prepared.</p> <p>Annual SEND report audits staff training needs.</p> <p>Outside agencies are involved where appropriate.</p>		<p>within the school and to middle school.</p>	
<p>Out of school activities are planned to ensure, where reasonable, the participation of all pupils.</p>	<p>Review all out of school provision to ensure compliance within legislation.</p>	<p>All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.</p> <p>The appropriate online system is used for recording risk assessments.</p>	<p>Headteacher</p> <p>SENDCo</p> <p>Appropriate staff</p>	<p>On-going</p>	<p>Increase in access to all school activities for all pupils.</p>
<p>Classrooms are organised to promote the participation and independence of all pupils.</p>	<p>Undertake environment audits including but not exclusively to for ASD, dyslexia friendly, sensory difficulties e.g. VI, HI classroom environments.</p> <p>Adapt environments to meet the needs of all learners e.g. ensure well lit, well labelled, clear walkways etc.</p> <p>Complete learning walks</p>	<p>All children will be able to access materials and equipment to support their learning.</p>	<p>All staff involved in learning walks.</p>	<p>Ongoing</p>	<p>Increase to access to curriculum</p>

Improving the delivery of written information

Target	Strategy	Outcome	Responsibility	Time Frame	Achievement
Make available school brochures, school newsletters, and other information for parents in alternative formats when specifically requested. Ensure parent comms app School Spider is available in different languages and accessible font.	Review all school publications including communication platforms and promote the availability of different formats when specifically requested.	All school information available for all who request it.	Headteacher, Business Administrator	September Annually On-going	Delivery of school information to parents and the local community improved.

Review September 2026