



WETHERBY SCHOOL  
— KENSINGTON —

## SENDA Accessibility Plan

**Policy reviewed by and person responsible:** Victoria Playford and Fatma Ozkocak

**Review date:** August 2025

**Submission:** August 2025

**Policy actioned from:** September 2025 – August 2026

**Next review date:** July 2026

**Circulation:** This policy is addressed to all members of staff and volunteers, is available to parents on request. It applies wherever staff or volunteers are working with pupils.

Please note: 'School' refers to Wetherby School Kensington; 'parents' refers to parents, guardians and carers.

This policy applies to all children in the school, including those in the EYFS.



## Wetherby School Kensington

### SENDA Accessibility Plan 2025 – 2028

#### **Aims**

The aim of this plan is to set out how Wetherby School Kensington intends to increase the accessibility of its activities and facilities for disabled pupils over the three-year period 2025-2028.

Wetherby School Kensington is committed to providing an inclusive environment. It has high ambitions for all of its pupils and expects them to be able to fully participate in school life as far as possible, with the aim of each individual reaching their full potential.

Wetherby School Kensington aims to:

- Embed accessibility into all areas of strategic planning and school development.
- Actively engage disabled pupils and their families in shaping accessibility improvements.
- Promote independence and confidence in disabled pupils through targeted provision and inclusive practice.

#### **Definition of disability**

A pupil is considered to have a disability if he or she has a physical or mental impairment that has a long-term and substantial adverse effect on his or her ability to carry out normal day-to-day activities. The SEND Code of Practice 2015 defines 'long-term' as 'a year or more' and 'substantial' as 'more than minor or trivial'. Disability includes sensory impairments and long-term health conditions.

#### **Duty under the Equality Act**

This plan fulfils the requirement for schools to have an accessibility plan for disabled pupils, as set out in the Equality Act 2010.

The plan seeks to identify and overcome barriers that may prevent pupils with disabilities from accessing what the school has to offer. It focuses on three areas:

- a) Increasing the extent to which disabled pupils can participate in the curriculum;
  - Adaptive teaching across subjects using multisensory approaches and scaffolded resources
  - Differentiated assessments, ensuring access to varied methods of demonstrating learning
  - Assistive technology, such as speech-to-text tools, screen readers, or visual timetables
- b) Improving the physical environment of the school such as;

- Auditory and visual enhancements
  - Quiet zones and sensory spaces to support emotional regulation
  - Accessible classroom layouts and flexible seating arrangements
- c) Improving the availability of accessible information to disabled pupils
- Formats such as *Easy Read*, *visual schedules*, and *translated resources* for EAL learners with disabilities.
  - Plans for inclusive digital communication (e.g. website readability, email formats, and document accessibility)

In line with the reasonable adjustments duty, Wetherby School Kensington will take reasonable steps to ensure disabled pupils aren't put at a disadvantage compared to other pupils. This covers all aspects of school life, including extra-curricular activities, educational visits and school trips.

In deciding whether an adjustment is reasonable, we will consider:

- Available resources
- The practicalities of making a particular adjustment
- The effect on other pupils
- Health and safety requirements

### **Responsibilities**

The Headmistress and the Senior Leadership Team (SLT) assumes responsibility for compliance with the Equality Act and will seek advice and input from the SENDCO, the Inspired Education Head Office team and others with expert knowledge of disability.

Responsibilities include:

- Reviewing Wetherby School Kensington's policies, procedures and facilities to maximise accessibility for disabled pupils
- Making recommendations to improve accessibility by means of reasonable adjustment, by planning future improvements, and by preparing and reviewing this plan
- Monitoring the implementation of this plan and reviewing it as necessary, and at least every three years
- Ensuring staff and pupils are made aware of disability, understand its effects, and accept and support disabled pupils as a part of school life
- Annual accessibility audits, feeding into wider school development plan
- Staff training logs and evaluation, showing impact and uptake of CPD related to inclusion.

**Extra-Curricular and Trips**

- Creating risk assessments tailored to disability needs
- Providing accessible transport and supervision when needed
- Ensuring clubs and enrichment activities are open and appropriately adjusted

**Links to other policies**

Please read this policy in conjunction with the SEND policy, the Pastoral Care Policy, Anti-Bullying Policy and the Health and Safety Plan.



## Wetherby School Kensington

### SENDA Accessibility Plan 2025 – 2028

The school has developed a plan to address the issue of disability access, within the limited scope offered by the physical constraints of the building and its listed status. This plan will be put into place when a child with a disability is registered at the school.

Disability	Access to the curriculum	Environment e.g. building, classroom	Policies	Documents	Trips	Timescale
Visual impairment	<p>Training will be provided, where necessary for staff to meet the requirements of a visually impaired child.</p> <p>All font sizes will be increased where necessary on any documents.</p> <p>A screen magnifier will be provided in ICT lessons. Screen magnifier software will be available.</p> <p>Purchase necessary resources to increase pupil participation e.g. screen reader software.</p> <p>Lessons will be modified to meet the needs of the requirements of each individual.</p> <p>Ensure schemes of work in all subjects are accessible.</p> <p>School ethos of community to be developed to ensure all pupils feel welcome/valued.</p> <p>Embed regular reviews of individual learning plans or provision maps to monitor effectiveness.</p> <p>Note the use of adaptive technology (text-to-speech, predictive text, touch typing)</p> <p>Use of external therapist will be highly recommended, and the school will work alongside these professionals.</p>	<p>Ensure all classroom/public areas are adjusted to meet the needs of the child.</p> <p>Plan classroom according to the individual needs of the child.</p> <p>Incorporate accessibility into any proposed structural alternatives.</p> <p>Striped visibility strips on the stairs.</p> <p>Appropriate colour schemes will be incorporated, if necessary.</p> <p>Sensory zoning, quiet areas, and movement breaks.</p> <p>Ensure all emergency procedures are inclusive and rehearsed with adaptations</p>	<p>All policies will be amended, where necessary, to meet the requirements of a visually impaired child.</p>	<p>School documents will be available in an alternative format.</p> <p>Any documents sent home to parents with a visual impairment will be written in large print, Braille or will be in audio format.</p>	<p>The programme can be modified to facilitate participation.</p> <p>Staffing ratios will be adjusted.</p>	As needed
Hearing impairment	<p>Training will be provided, where necessary, for staff to meet the requirements of each</p>	<p>Fire alarm lights will be in place.</p>	<p>All policies will be amended, where</p>	<p>Any documents sent home to parents with</p>	<p>Sign language will be provided, if</p>	As needed

	<p>individual. The teacher will wear a special speaking device. Use of microphones, where necessary. Visible signals. Ensure schemes of work in all subjects are accessible. School ethos of community to be developed to ensure all pupils feel welcome/valued. Embed regular reviews of individual learning plans or provision maps to monitor effectiveness. Use of external therapist will be highly recommended, and the school will work alongside these professionals.</p>		necessary, to meet the requirements of a hearing impaired child.	hearing impairments will have the option to listen.	possible. Staffing ratios will be adjusted.	
Speech/Language impairment	<p>Training will be provided, where necessary, for staff to meet the requirements of each individual. Use of external therapist will be highly recommended, and the school will work alongside these professionals.</p>	<p>A speaker may be necessary at times. Ensure resources are available</p>	All policies will be amended, where necessary,	Documents can be given to parents in a variety of formats.	Sign language (Makaton) will be provided, if possible.	As needed
Disability	Access to the curriculum	Environment e.g. building, classroom	Policies	Documents	Trips	Timescale
Speech/Language impairment	<p>Ensure schemes of work in all subjects are accessible. School ethos of community to be developed to ensure all pupils feel welcome/valued</p>	for the individual to be able to communicate efficiently.	to meet the requirements.	Documents can be given to parents in a variety of formats.	Staffing ratios will be adjusted.	
Mobility (wheelchair)	<p>Training will be provided, where necessary, for staff to meet the requirements of each individual. Staff training on disability awareness to reflect the needs of pupils in the school. Peer support scheme. School ethos of community to be developed to ensure all pupils feel welcome/valued. Purchase necessary resources to increase pupil participation e.g. sticky keys and filter keys. Lessons will be modified to meet the needs</p>	<p>Ensure all classroom/public areas are adjusted to meet the needs of the child. Plan classroom according to the individual needs of the child. Incorporate accessibility into any proposed structural alternatives. Ramp access to the front door. Ground floor toilet facilities to provide wheelchair access. Move the classroom to the</p>	Ensure all policies consider the implications of disability access.	Documents can be given to parents in a variety of formats depending on their individual needs.	The programme can be modified to facilitate participation. Staffing ratios will be adjusted.	Ramp available. Classroom can be moved, child can have own seat to help with independence when using the toilets. Lunches can happen in the

	<p>of the requirements of each individual.          Ensure schemes of work in all subjects are accessible.          Extra support will be needed.</p>	<p>ground floor.          If child on a wheel chair, they will either be lifted downstairs into the hall or for that year group, lunches will happen in their classroom.</p>				classroom.
Manual dexterity	<p>Training will be provided, where necessary, for staff to meet the requirements of each individual.          A scribe may be required.          Purchase necessary resources to increase pupil participation.          Lessons will be modified to meet the needs of the requirements of each individual.          Ensure schemes of work in all subjects are accessible.          Extra support will be needed.</p>	<p>Ensure all classroom/public areas are adjusted to meet the needs of the child.          Incorporate accessibility into any proposed structural alternatives.</p>	<p>Ensure all policies consider the implications of manual dexterity.</p>	<p>Documents can be given to parents in a variety of formats.</p>	<p>The programme can be modified to facilitate participation.          Staffing ratios will be adjusted, if necessary.</p>	As needed.
Physical co-ordination	<p>Training will be provided, where necessary, for staff to meet the requirements of each individual.          A scribe may be required.          Purchase necessary resources to increase pupil participation. Lessons will be modified to meet the needs of the requirements of each individual.          Ensure schemes of work in all subjects are accessible.          Extra support will be needed.</p>	<p>Ensure all classroom/public areas are adjusted to meet the needs of the child.          Incorporate accessibility into any proposed structural alternatives.</p>	<p>Ensure all policies consider the implications of physical co-ordination.</p>	<p>Documents can be given to parents in a variety of formats.</p>	<p>The programme can be modified to facilitate participation.          Staffing ratios will be adjusted, if necessary.</p>	As needed.
Memory, concentration, learning, understanding (including recognition of physical behaviour)	<p>Training will be provided, where necessary, for staff to meet the requirements of each individual.          Extra lessons, support, strategies will be implemented to ensure the needs of the individual are met.          Regular meetings with specialists to ensure needs are met.          Ensure schemes of work in all subjects are accessible.          Lessons will be modified to meet the needs of the requirements of each individual.          Purchase necessary resources to increase pupil participation.</p>	<p>Ensure all classroom/public areas are adjusted to meet the needs of the child.          Incorporate accessibility into any proposed structural alternatives.          Plan classroom according to the individual needs of the child.</p>	<p>Ensure all policies consider the implications of memory, concentration, learning, understanding (including recognition of physical behaviour)</p>	<p>Documents can be given to parents in a variety of formats.</p>	<p>The programme can be modified to facilitate participation.          Staffing ratios will be adjusted.</p>	<p>Individual lessons provided.          Advice given to parents.</p>

	Peer support scheme. School ethos of community to be developed to ensure all pupils feel welcome/valued.					
Continence	Training will be provided, where necessary, for staff to meet the requirements of each individual. Peer support scheme. School ethos of community to be developed to ensure all pupils feel welcome/valued.	Ensure all classroom/public areas are adjusted to meet the needs of the child. Incorporate accessibility into any proposed structural alternatives. Plan classroom/changing room to allow for privacy. Ensure facilities are readily available. Remind individual to go to the toilet on a regular basis.	Ensure all policies consider the implications of continence. See First Aid Policy.		The programme can be modified to facilitate participation. Staffing ratios will be adjusted.	As needed.
Ability to lift/carry or move everyday objects	Training will be provided, where necessary, for staff to meet the requirements of each individual. The individual may need assistance when lifting objects. Extra lessons, support, strategies will be implemented to ensure the needs of the individual are met. Purchase necessary resources to increase pupil participation. Peer support scheme. School ethos of community to be developed to ensure all pupils feel welcome/valued. Ensure schemes of work in all subjects are accessible. Lessons will be modified to meet the needs of the requirements of each individual.	Purchase necessary resources that meet the needs of the individual. Plan classroom/changing room according to the individual needs of the child.	Ensure all policies consider the implications of the ability to lift/carry everyday objects.	Documents can be given to parents in a variety of formats.	The programme can be modified to facilitate participation. Staffing ratios will be adjusted.	As needed.
Sensory difficulties, learning difficulties, dyslexia, autism, ADHD,	Training will be provided, where necessary, for staff to meet the requirements of each individual. Extra lessons, support, strategies will be implemented to ensure the needs of the individual are met. Purchase necessary resources to increase	Purchase necessary resources that meet the needs of the individual. Plan classroom/changing room according to the individual needs of the child.	Ensure all policies consider the implications of these.	Documents can be given to parents in a variety of formats.	The programme can be modified to facilitate participation. Staffing ratios will be adjusted.	Individual lessons provided. Advice given to parents.

impairment resulting from or consisting of a mental illness	pupil participation. Peer support scheme. School ethos of community to be developed to ensure all pupils feel welcome/valued. Ensure schemes of work in all subjects are accessible. Lessons will be modified to meet the needs of the requirements of each individual. Embed regular reviews of individual learning plans or provision maps to monitor effectiveness. Note the use of adaptive technology (text-to-speech, predictive text, touch typing) Use of external therapist will be highly recommended, and the school will work alongside these professionals.					
Disability	Access to the curriculum	Environment e.g. building, classroom	Policies	Documents	Trips	Timescale
Access to the Curriculum	Ensure all pupils, including those with SEND, EAL, and sensory needs, can access learning confidently and independently	- Differentiated planning - Visual timetables- Use of Clicker and sentence starters- Weekly intervention groups	- Increase independence and engagement- Support neurodiverse learners- Boost vocabulary and comprehension	- Introduce pupil-friendly checklists and chunked frames- Provide CPD on multisensory teaching- Expand Clicker use- Develop individualised plans	The programme can be modified to facilitate participation. Staffing ratios will be adjusted.	Pupils show increased independence, task completion, and confidence in lessons
Environment (e.g. building, classroom)	Ensure the physical and sensory environment supports safe, inclusive access	- Step-free access-Calm Spaces- Sensory tools in classrooms	- Improve sensory regulation-Enhance physical access and navigation	- Audit sensory needs- Create classroom sensory toolkits-Install handrails and visual markers-Designate quiet zones	The programme can be modified to facilitate participation. Staffing ratios will be adjusted.	Pupils navigate safely and use sensory supports appropriately
Policies	Embed accessibility and inclusion into school-wide policies and procedures	- Reviewed SEND and Inclusion policies-Behaviour policy includes regulation strategies	- Update SEND policy to reflect neurodiversity- Embed accessibility in curriculum and assessment policies	- Revise policies-Train staff on reasonable adjustments-Include accessibility in policy reviews	The programme can be modified to facilitate participation. Staffing ratios will be adjusted.	Policies reflect inclusive practice and are consistently applied across the school
Documents	Ensure key documents are accessible to pupils, parents, and staff	- Widgit-supported home learning-Visual provision maps and pupil passports	- Improve clarity and accessibility of key documents	- Create symbol-supported versions of key documents- Simplify EHCP summaries for staff- Develop visual	The programme can be modified to facilitate participation. Staffing ratios will be adjusted.	Families and staff report improved understanding and access to documentation

				feedback forms for pupils		
Trips	Ensure all pupils can participate in educational visits safely and meaningfully	- Risk assessments include SEND and sensory considerations-Staff liaise with parents to prepare pupils	- Prepare pupils for trips-Reduce sensory overload during visits	- Create visual social stories-Provide sensory kits and quiet zones-Ensure trip planning includes accessibility checks	The programme can be modified to facilitate participation. Staffing ratios will be adjusted.	Pupils attend trips confidently and with appropriate support

#### Previous adaptations:

To support the needs of a child with cerebral palsy, a range of tailored adaptations were implemented in line with his EHCP, including the provision of a dedicated 1:1 support assistant. His classroom was relocated to the ground floor to ensure full accessibility, and a disability toilet was available on the same level, equipped with his own toilet seat for comfort and hygiene. For outdoor mobility, he was able to use his scooter, promoting independence and ease of movement. He received regular occupational therapy (OT) sessions to support his physical development, and PE lessons were thoughtfully adapted to enable his active participation. His learning was further supported through the use of a personal iPad for completing worksheets, a specialized pencil, and a writing slope to aid his fine motor skills. Collaboration with his parents and 1:1 assistant was integral to ensuring consistency and responsiveness to his evolving needs.

**This policy will be reviewed annually**