



About this document:

Under the Equality Act 2010, all schools are required to have an accessibility plan, but you're free to decide on its format. This plan covers how we:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment to enable pupils with disabilities to take better advantage of the education, benefits, facilities and services you provide
- Improve the availability of accessible information to pupils with disabilities

Complied by: Laura Patey-Smith/Mike Tebbutt	Date: November 2025
Committee:	Date agreed by Governors:
Review Cycle: 3 years	Review Date: November 2028

Wellbeing in our Trust

We are all affected by poor physical and mental health at times during our lives and it is important the appropriate support is available in a timely manner.

Health and wellbeing is everyone's responsibility and we encourage an open and honest culture whereby anyone can discuss any issues they may have.

The Trustees of Creating Tomorrow take the health and wellbeing of all employees seriously and are committed to supporting our staff. The Trustees ensure that support for staff is available through:

- Effective line management
- Commitment to reducing workload
- Supportive and professional working environments
- Employee support programs
 - Health Assure (confidential counselling support available through Perkbox account).
 - Education Support: telephone number 08000 562561 or website www.educationsupport.org.uk

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Wren Spinney School

Accessibility Plan

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Wren Spinney School each child who joins our school community will be welcomed and valued regardless of sex, race, belief, physical disability or learning difficulty. This accessibility plan focuses on a wide range of disability associated with pupils with a range of learning difficulties, autism and complex medical needs. Pupil achievement is celebrated as part of our approach to a personalised curriculum that encourages and supports pupils to be as independent as possible so that they are best prepared for adulthood and the opportunities available once they leave school.

The 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 have an awareness of equality issues (with reference to the Equality Act 2010, including understanding disability issues) and are a Rights Respecting School.

The school supports any available partnerships to develop and implement the plan. Wren Spinney School is a part of Creating Tomorrow Trust.

Our 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: Pupils; Parents/carers; Staff; Governors; Agencies that support our pupils, e.g. therapists, social care.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Wren Spinney School

Accessibility Plan

3. Action Plan

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	Our school offers a specialist curriculum aimed at pupils with PMLD, Complex Learning Needs and Severe Learning Difficulties	The curriculum is under constant review and based around the learning Intentions of the pupil.	Ongoing review of curriculum in line with potential cohort changes i.e. Complex Learning Needs	SLT Teachers	July 2026 July 2027	Continuous improvement of the curriculum adapted to changing cohort
	We use resources tailored to the needs of all our pupils and the support they require to access the curriculum.	The curriculum is based around individual future destinations.	Focus on skills for future destinations, working with Post 18 providers	SLT Teachers Pastoral Team	September 2026	Pupils' skills and knowledge are passed onto Post 18 providers through the transition process
	Individual pupils may be assigned a resource or intervention as part of their personalised approach to learning e.g. use of a communication device/ sensory diet	Communication is at the heart of the curriculum, closely linked to regulation and engagement.	Developing a consistent knowledge of Wren's communication approach from all teachers	Deputy Head Communication Lead	September 2026	Communication used across the school at an appropriate level to the pupil
	Curriculum progress is Ipsative to the pupil based around EHCP Outcomes. Learning Intentions and targets are set effectively and are appropriate in line with the pupils needs.	Cognitive baselines are established, and assessment is linked to needs and abilities. Assessment is individualised and tracked via the use of MAPP Develop Post 16 'accreditation'.	Use of new Equals 'Moving On To' for Post 16 learners	Careers Lead Deputy Head Teachers	April 2026	Post 16 accreditation embedded within the school

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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required and includes:</p> <ul style="list-style-type: none"> ▪ School on one level to promote access ▪ ramps to mobiles and where necessary ▪ accessible toilets and changing facilities ▪ activity areas at wheelchair accessible height e.g. adjustable sink for food technology ▪ use of mobile and ceiling hoists for the safer moving and handling of pupils ▪ extension of the school's car park to improve safe access/egress for pupils, staff and visitors 	Improvements to Sensory Room	Corridor to outside Hoist Additional Resources	Operations Manager (SLT)		To aid transition; including independence Making resources available to all
		Wheelchair swing	Fencing and Gate	Operations Manager (SLT)		Accessibility for more vulnerable students
		Play Area	Mud Kitchen/ Sand/ Water type play	Operations Manager (SLT)		Identified Play area for those who can regulate with this type of sensory play
		Outdoor Learning	Cabin with Canopy Path - All weather surface	Operations Manager (SLT)		Outdoor Learning curriculum accessible to all pupils
		Memorial (Sensory) Garden	Path and canopy All weather surface Raised beds	Operations Manager (SLT)		Provision for PMLD pupils to access playground safely with an appropriate resource
		Playground (Sensory bed)	Canopy All weather surface Swing/ Play Equipment	Operations Manager (SLT)		Enabling pupils to access outside areas for regulation and play during all weathers

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Accessibility Plan

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> ▪ Updated internal signage with pictorial representations ▪ Pictorial/symbolic representations ▪ Individual pupil communication profiles ▪ Class communication grids ▪ Staff are trained and experienced in supporting pupil accessing information through a Total Communication approach. 	To develop Pupil Voice as part of our Rights Respecting Schools Award.	Staff training in Rights respecting schools and obtaining/understanding pupil voice for our pupils.	Pastoral Team	July 2026	Rights respecting School apparent within setting and collation of Pupil Voice for all as part of Annual Review process
		Further use of Intensive Interaction as communication; especially regarding changing cohort	Develop understanding and use of Intensive Interaction across the school to meet the profound/complex learning needs of our pupils	Communication Lead Teachers	July 2026 July 2027	Intensive Interaction being used more frequently across class groups
		Further use of Communication grids to develop understanding of Core Knowledge amongst staff	Staff meeting sessions to discuss Communication Grids and relate to the use of Core Knowledge seen in class	Deputy Head Communication Lead	April 2026	Staff knowledge of pupils heightened through regular discussion sessions
		To develop understanding of the use of assessment methods with support staff; leading to a further understanding of targets	Opportunities for Level 3/4 staff to develop knowledge of assessment and how this then develops targets.	Provision Leads	July 2026	Level 3/4s have a clear understanding of assessment and how these leads into target setting
		Embedding the use of Total Communication at an appropriate level	Ongoing training in elements of Total communication	Communication Lead	Ongoing	Opportunities for staff to develop their knowledge of communication

4. Monitoring arrangements

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

It will be approved by the local governing board.

5. Links with other policies

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

- WSS Risk Assessment Policy
- CTT Health and Safety Policy
- WSS Health & Safety Handbook
- WSS Equality Policy
- WSS Curriculum Policy
- WSS Teaching and Learning Policy
- WSS SEN Policy
- WSS Children with Health Needs who Cannot Attend School Policy
- WSS Supporting Pupils with Medical Conditions Policy
- CTT Complaints