Wimbledon Chase Primary School

Empowering individuals to thrive and contribute positively in a diverse and ever-changing world

Disability and Accessibility Plan

September 2026

Wimbledon Chase Disability and Accessibility Action Plan: 2026-27

	Targets	Strategies	Outcome	Timeframe	Success Criteria
Short Term	**Pupils:** Gather and monitor data on pupils with a disability and their attainment levels.	Use information on annual medical forms to identify pupils with physical, medical or mental disability. Monitor progress via termly assessment and SIMS.	List enables staff to monitor the progress of pupils with disability carefully and ensure that they are not disadvantaged.	Ongoing	Pupils are identified and their progress tracked.
	Ensure that disabled pupils can access the facilities and support they require.	Remind staff to use visual timetables each day and review their suitability.	Children have a clear understanding of their daily routine.	Ongoing	Visual timetables being used effectively in each class.
		Ensure that class rules and signs around the school are displayed in picture form as well as in written form. Use Communication in Print.	All children understand how to respect their peers, members of staff and the classroom environment.	Ongoing	Class rules and signs accessible to all.
		Provide SEND training for teachers and support staff to meet the needs of children with SEN & disabilities.	Staff well informed and equipped to meet the specific needs of children.	Ongoing	All staff able to meet the needs of all children.
		Provide appropriate training for TAs working with children with disabilities, ASD or sensory impairments.	TAs are equipped to carry out their jobs effectively.	Ongoing	TAs receive appropriate training.
		Class teachers to ensure that all pupils are fully included in all	Class teachers are responsible for providing a	Ongoing	All pupils given full access to the

		aspects of the curriculum.	personalised and appropriate curriculum for children with SEND.		curriculum and QFT.
		Class teachers to ensure that pupils with disabilities are fully included in PE lessons. PE Coordinator to support the class teacher if necessary and provide appropriate resources. Liaise with outside agencies if necessary.	Teachers more prepared with ideas and resources suitable for children with disabilities.	Ongoing	All children able to fully participate and enjoy PE lessons.
		Ensure that appropriate resources are available in each key stage to support children with SEND as necessary to meet their individual needs.	Suitable resources are accessible to all pupils.	Ongoing	Classrooms are suitably equipped and there are no barriers to learning.
		Ensure that classrooms are accessible to children with physical difficulties e.g. there is enough space for children with mobility difficulties to move around safely, a quiet area for children with emotional difficulties, appropriate seats and tables for children according to physical needs.	Classrooms are accessible to accommodate the different needs of children.	Ongoing	Classrooms do not restrict learning.
		Ensure that classrooms are accessible for children with sensory disabilities e.g. visually and hearing impaired children able to sit near the board,	Children with sensory impairments are not impeded in their learning by the physical environment.	Ongoing	Classrooms meet requirements specified in the accessibility audit. IT equipment made

		acoustic tiles in classrooms, contrasting colours, appropriate font size, edges highlighted, access to I pad linked to IWB, laptops etc.			available as needed.
		Incorporate strategies to help dyslexic children e.g. touch typing, coloured backgrounds, training for staff in dyslexia friendly techniques, laptops for long writing if suitable to age and skills etc.	Classrooms are dyslexia friendly and enhance the learning experience for all children.	Ongoing	All pupils benefit from dyslexia friendly approach.
		Ensure that pupils with a disability are able to fully participate in extracurricular activities. A fire risk assessment is completed and regularly reviewed for al children with a disability. Regular safety and accessibility site walks are carried out.	Review arrangements for clubs and school trips so that pupils with disabilities are not prevented from taking part. Provide extra adult support and wheelchairs if necessary. Complete individual risk assessments.	Ongoing	All children are included and able to participate in extra-curricular activities.
		Review the physical school environment as a whole for accessibility and ensure that the old building is DDA compliant e.g. edges marked on stairs, handrails installed, personal care facilities in disabled toilets is adequate.	School environment is appropriate for the needs of all children.	Ongoing	All children are able to access the school safely.

		Provide a safe haven for vulnerable children at lunch-time and a time- out area for children with challenging behaviour.	Children are aware of the Nurture Room as a lunch-time club and establish a time-out area.	Ongoing	The Nurture Rm and time-out room are used by children who need them.
	Ensure that pupils with SEND are supported during transition periods.	SENCO and reps from new school to meet with parents and class teachers at key transition times to ensure transfer of information and to discuss needs of child.	Children transfer smoothly from Nursery to Reception, KS1 to KS2, and KS2 to secondary school.	Ongoing	Pupils with SEND are confident about transfer to new key stage.
	Ensure that pupils with SEND have their voices heard.	Establish pupil focus groups where pupils can be consulted about their learning and school environment; ensure that children with SEND are represented on the School Council.	Pupils are able to express their views and reveal barriers to learning as well as things that work well.	Ongoing	Pupils with SEND are happy in school and feel valued.
	Ensure that pupils with SEND are not victims of bullying or harassment.	Raise awareness of the needs of pupils with SEND. Children and adults to report any incidents of bullying or harassment to Head Teacher. HT to record incidents, contact parents and treat seriously.	Anti-bullying policy to be updated to include reference to harassment on the grounds of disability or special needs. Disabilities to be the focus of some PSHE lessons.	Ongoing	School has zero tolerance regarding disability discrimination.
	Ensure that disabled toilet(s) are maintained to a high standard.	Regularly inspect disabled toilets to ensure that they are clean and adequately equipped for both children and adults.	Disabled toilets are fit for purpose and provide a respectable environment.	Ongoing	Disabled toilets are user friendly with good facilities.
	Increase access to the curriculum for pupils with a	• Our school offers an adapted curriculum for all pupils;			

	disability.	• We use resources tailored to the needs of pupils who require support to access the curriculum; • Curriculum resources include examples of people with disabilities; • Curriculum progress is tracked for all pupils, including those with a disability; • Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to make sure it meets the needs of all pupils. We work with Merton's visual impairment and hearing impairment service to support teachers and support staff. Our display policy is designed to meet the needs of all pupils who have sensory needs.			
	Adults: If parents share/information regarding their	Make reasonable adjustments for parents with disabilities.	Information enables adjustments to be made where necessary.	Annually	All parents and carers within the school community are

	disability.				treated with consideration and respect.
	Ensure parents who have English as an Additional Language have access to information about the school and their children.	Provide translators/interpreters from within the school community or to use Merton Translation service. Induction booklets available in key languages.	Parents who have English as an Additional Language are able to access the information about the school, their child's progress.	Ongoing	All parents feel included in the school community and understand the educational process.
	Encourage new appointees and existing members of staff to indicate whether they have a disability.	Invite staff to indicate during induction or annual performance management meetings whether they consider themselves disabled. Make every effort to ensure that if employees become disabled, they stay in employment.	Disabilities identified and improvements made to working conditions if necessary.	Ongoing	Staff feel confident to reveal disabilities with the assurance that they will be supported.
	Ensure that staff with disabilities are fully supported.	Make reasonable adjustments to furniture and timetables to accommodate the needs of staff with disabilities. Risk assessments completed and Occupational Health reports made if necessary.	Sensitivity is shown to staff and barriers to working are removed.	Ongoing	Staff are given discrete assistance to carry out their jobs.
	Ensure that all applicants with a disability are considered according to job	Draw up shortlists for vacancies according to the criteria for job description and person specification.	All candidates are considered equally and given the same opportunities	Ongoing	All applicants are considered on their abilities

	criteria.				
	Ensure that positive attitudes are promoted towards disabled people.	Raise awareness through assemblies, staff meetings and the website of our equality policies. Ensure that all adults are aware of whistle blowing procedures if discrimination occurs.	All adults are committed to disability equality.	Ongoing	Disability Equality Scheme working effectively.
	Ensure that parents with a disability are supported to access information about their child's progress at school.	Sensory impaired parents are given information in the most appropriate format for their needs; the lift is signposted for those who need it.	Parents are kept fully informed about their child's progress.	Ongoing	Disabled parents have equal access to information.
	Ensure that the needs of disabled governors are met.	Invite governors to indicate whether they have a disability, so that adjustments can be made if necessary to meetings, rooms, etc.	Governors with disabilities are not prevented from playing a full part in the Governing Body.	Ongoing	Disabled governors take an active part in the governing body.
Medium Term	**Pupils:** Remember to incorporate appropriate colour schemes when redecorating classrooms and nursery to benefit pupils with visual	Seek advice from LA Sensory Support Service on appropriate colour scheme and blinds for classrooms and corridors. Carry out annual accessibility audit for pupils with visual impairments.	Classrooms and nursery are redecorated with visually sensitive and contrasting colours. Dangerous edges and changes of level are clearly marked.	Ongoing	Children with visual impairments benefit from colour schemes and markings.

	impairments.				
	Ensure that one classroom in each year group is suitable for pupils with hearing impairments.	Remind staff to make use of the Soundfield systems, Front Row to Go and Edulink. Consult LA regarding assistance with funding for acoustic tiles and repair of tiles.	Background noise is reduced and pupils can hear better.	Ongoing	One classroom in each year group is equipped for pupils with hearing impairments.
	Monitor the use and suitability of playground facilities for pupils with SEND.	Purchase small playground equipment for pupils with SEND. Ensure SEND pupil's voice is heard in the decisions around playground equipment and markings.	Playground offers more opportunities for children to play with.	Ongoing	Playground continues to be inclusive.
	Adults: Provide disabled parking bay close to school.	Consider best location, mark out bay and erect disabled sign.	Parking bay gives closer access for adults and children with physical disabilities.	Ongoing	Parking bay is used successfully.
	Monitor the premises facilities and safety for pupils with SEND.	Site works with HT and Site Management meetings.	Site kept hazard free and snagging works actioned.	Monthly	Problems are identified and action put in place as soon as possible depending on costs and work needed.