



Accessibility Plan

2026 - 2029

At Weston-on-Trent C.E. (Aided) Primary School, we are committed to providing an inclusive, nurturing and aspirational environment where every child is valued as an individual and supported to achieve their full potential. Guided by our vision to '*Let Your Light Shine*', we believe that all pupils should have equal opportunities to learn, participate, belong and succeed within every aspect of school life, regardless of any special educational need, disability, medical condition or additional barrier to learning.

This Accessibility Plan has been developed in accordance with the requirements of the Equality Act 2010 and reflects the principles and duties outlined within the Children and Families Act 2014, the SEND Code of Practice: 0-25 Years and the Public Sector Equality Duty. The school's approach is further informed by evidence-based guidance, including the Education Endowment Foundation's (EEF) Special Educational Needs in Mainstream Schools guidance report. Together, these frameworks promote inclusion, equality of opportunity, high aspirations and full participation for all children and young people.

Under the Equality Act 2010, a person is considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. As a school, we recognise our duty to make reasonable adjustments and to take proactive steps to remove barriers which may disadvantage pupils, staff, parents or visitors with disabilities.

The purpose of this plan is to ensure continuous improvement in access to education and school life through the three key areas required by the Equality Act 2010:

- Increasing the extent to which pupils with disabilities can participate in the curriculum.
- Improving the physical environment of the school to enable pupils with disabilities to take greater advantage of education, benefits, facilities and services.
- Improving the availability and accessibility of information for pupils with disabilities and their families.

We recognise that accessibility extends beyond the physical environment. It encompasses teaching and learning, communication, participation, wellbeing, relationships and belonging. We are committed to identifying and removing barriers that may prevent pupils from accessing a broad, balanced and ambitious curriculum or participating fully in the wider life of the school. This includes learning opportunities, educational visits, residential experiences, extracurricular clubs, sports competitions, collective worship, pupil leadership opportunities, social times and enrichment activities.

Our approach reflects the principles of inclusive education outlined within the SEND Code of Practice. We work in partnership with pupils, parents, carers, staff, governors and external agencies to ensure that individual needs are identified and supported at the earliest opportunity. We value the views, wishes and feelings of children and young people and are committed to involving them in decisions that affect their education and wellbeing. Decisions regarding provision and support are informed through the graduated approach of **Assess, Plan, Do,**

Review, ensuring that support is continually evaluated and refined to achieve the best possible outcomes for each pupil.

We believe that high-quality teaching is the foundation of an inclusive school. In line with evidence-based practice, our staff are committed to delivering adaptive and responsive teaching that enables all pupils to access learning and achieve success. Through effective scaffolding, explicit instruction, flexible grouping, use of technology, appropriate adaptations and targeted support, we seek to remove barriers to learning while maintaining high expectations and ambitious outcomes for all. Additional interventions are used thoughtfully and strategically to complement, rather than replace, high-quality classroom teaching.

The school adopts an anticipatory approach to accessibility planning. We actively consider the needs of current and future pupils and seek to identify potential barriers before they impact participation, achievement or wellbeing. Accessibility considerations are integrated into school improvement planning, curriculum development, staff training, site management and procurement decisions to ensure that inclusion remains a central aspect of school life.

The Governing Body also recognises its responsibilities towards employees with disabilities and is committed to promoting equality of opportunity through fair recruitment practices, appropriate support, reasonable adjustments and the creation of an accessible working environment.

This Accessibility Plan has been developed following consultation with pupils, parents and carers, staff, governors and relevant external professionals. Progress against identified actions will be monitored throughout the duration of the plan and reviewed annually by school leaders and governors to ensure that it remains responsive to the needs of the school community. Through this process, we aim to create an environment where every individual is welcomed, valued, respected and empowered to flourish.

Planning duty I: Curriculum

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium- and long-term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome	Review
Short Term	Ensuring all pupils, including those with SEND and disabilities, can access a broad, balanced and ambitious curriculum.	Review curriculum implementation to ensure learning is sequenced effectively and barriers to learning are identified and removed. Monitor planning, teaching and assessment to ensure adaptive teaching strategies are embedded and support effective retrieval of learning. Provide staff development on adaptive teaching, scaffolding and inclusive classroom practice.	Headteacher and SENCo	September 2026	Planning demonstrates effective adaptation for all learners. Pupils with SEND and disabilities can access the curriculum alongside their peers and make good progress from their starting points.	December 2027
Medium Term	Some pupils experience barriers to communication, understanding and participation.	Review and enhance communication-friendly practice across the school, including visual timetables, now-and-next boards, simplified language, pre-teaching and accessible information formats.	Headteacher, SENCo and Staff Team	September 2026 to July 2028	Pupils with communication and interaction needs access learning more effectively and participate more fully in school life.	July 2028

Term	Some pupils with disabilities and SEND may experience barriers to participating fully in the wider life of the school.	Review educational visits, residential experiences, extracurricular clubs, sports competitions, pupil leadership opportunities, enrichment activities and wider school events to identify and remove barriers to participation. Ensure reasonable adjustments are considered and implemented where required so that all pupils can access opportunities alongside their peers.	Headteacher, SENCo and Educational Visits Coordinator	September 2026 to July 2029	Pupils with SEND and disabilities participate fully in the wider life of the school and have equitable access to enrichment opportunities, educational visits, leadership roles and extracurricular activities. Pupil voice and participation records demonstrate increased inclusion and engagement.	July 2029
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Planning duty 2: Physical environment

Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short Term	Ensure the physical environment remains accessible for pupils, staff and visitors with disabilities.	Undertake an annual accessibility audit of the school site, identifying any barriers to access within classrooms, communal areas, entrances, playgrounds and outdoor learning environments. Prioritise reasonable adjustments where required.	Headteacher, SENCo, Site Manager and Governors	Autumn 2026	Accessibility audit completed and any identified actions incorporated into the school's premises development plan.	Spring 2027
Medium Term	Ensure learning environments meet the needs of pupils with a range of sensory, physical and neurodiverse needs.	Review classroom environments and shared spaces to improve accessibility. Consider lighting, acoustics, visual clutter, sensory regulation spaces, accessible furniture, colour contrast and signage to support navigation and independence.	SENCo, Headteacher and Site Manager	2026-2027	Learning environments support participation, independence and wellbeing for all pupils, including those with SEND and disabilities.	July 2027

Medium Term	Improve access to appropriate sensory and wellbeing spaces throughout the school.	Develop and maintain designated spaces that support sensory regulation, emotional wellbeing and self-regulation. Ensure these spaces are accessible and available when required as part of reasonable adjustments.	Headteacher and SENCo	2026-2028	Pupils with sensory processing, communication or SEMH needs can access appropriate environments that support successful participation in school life.	July 2028
Long Term	Ensure outdoor areas are accessible and promote participation for all pupils.	Continue to enhance outdoor provision, including playgrounds, trim trails, outdoor learning spaces and recreational equipment. Consider accessibility and inclusion when planning future developments to ensure all pupils can participate safely and successfully.	Governors, Headteacher and Site Manager	2026-2029	Outdoor environments provide opportunities for physical activity, play, social interaction and learning for all pupils, including those with disabilities.	Annually

Planning duty 3: Information

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short Term	Information may not always be presented in ways that are fully accessible to all pupils, including those with SEND and disabilities.	Review the accessibility of teaching materials, letters, policies and communications. Ensure information can be provided in alternative formats where required, including enlarged print, visual supports, simplified language and electronic formats.	SENCo and Headteacher	Autumn 2026	Information is available in a range of accessible formats and pupils and families can access information appropriate to their needs.	Spring 2027

Medium Term	Parents and carers require clear, timely and accessible information regarding SEND provision and support.	Develop opportunities for parents and carers to engage with the SENCo through coffee mornings, workshops, review meetings and school communication systems. Regularly review the accessibility and usefulness of SEND information published on the school website.	SENCo, Headteacher and Office Team	Throughout 2026-27	Parents report that communication is timely, accessible and informative. Increased parental engagement and understanding of SEND provision.	July 2028
Medium Term	Staff require consistent access to accurate pupil information in order to meet needs effectively.	Ensure SEND, medical and accessibility information is accurately maintained on school information systems and shared appropriately with staff. Establish clear procedures for communicating reasonable adjustments, pupil profiles and support strategies.	SENCo and Senior Leadership Team	Throughout 2026-27	Staff demonstrate a good understanding of individual needs and implement agreed adjustments consistently across the school.	Termly
Long Term	Pupils with SEND and disabilities benefit from joined-up communication between school, families and professionals.	Further develop person-centred approaches to information sharing, ensuring that pupil voice, parental views and professional recommendations inform planning and provision. Review systems for recording, sharing and evaluating support strategies.	SENCo, Headteacher and External Professionals	2026-2029	Pupils, parents and staff contribute effectively to decision-making. Information is shared consistently and supports positive educational outcomes and participation.	Annually

The Governing Body will monitor the implementation of this Accessibility Plan through regular reports from the Headteacher and SENCo. Progress against actions will be reviewed annually and any required amendments will be made to reflect changing needs, priorities and developments within the school environment.

Accessibility considerations will be incorporated into strategic planning, budget setting, premises development and curriculum review processes.