



Weston Village Primary School

Accessibility Plan 2025-2028

Staff/ Committee involved in development:	Thomas Cutts, Emma Loveland
For use by:	All staff
Policy relates to statutory/non-statutory guidance:	<ul style="list-style-type: none">• The Equality Act 2010• The Special Educational Needs and Disability (SEND) Code of Practice (0 to 25 years) 2015• Schedule 10 of the Equality Act 2010• Department for Education guidance on the Equality Act 2010
Key related policies:	<ul style="list-style-type: none">• Risk Assessment Policy• Health and Safety Policy• Equality Information and Objectives Statement• Special Educational Needs (SEN) Policy and Information Report• Supporting Pupils with Medical Conditions Policy• Behaviour Policy• Anti-Bullying Policy
Reviewed by:	Curriculum & Standards Committee
To be reviewed in the light of operating experience and/or changes in legislation	

**Presented to the Full Governing Board
on 23rd June 2025 and subsequently approved and adopted on the
same date.**

**Digitally signed on GovernorHub by Carol White, Chair of the Full
Governing Board**

1. Aims

Weston Village Primary School is committed to providing an environment that enables full curriculum access and values and includes all pupils, staff, parents and visitors regardless of their physical, sensory, social, spiritual, emotional, or cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

This Accessibility Plan outlines how the school aims to improve access to education for pupils with disabilities in the three key areas required by the Equality Act 2010:

- 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 we provide.
- Improve the availability of accessible information to pupils with disabilities.

We ensure that all our pupils are treated fairly and with respect, providing access and opportunities without discrimination of any kind. Our ethos, including our "Secrets of Success," promotes a culture of high expectations, resilience, and lifelong learning for all.

This plan was informed by accessibility audits, pupil and parent voice and current pupil need. We recognise that disability can include a range of visible and invisible needs, including sensory impairments, neurodiversity, and medical needs, and we are committed to supporting this diversity through an inclusive whole-school approach.

2. Legislation and Guidance

This plan complies with our obligations under the Equality Act 2010 and is drawn up in accordance with:

- The Equality Act 2010: advice for schools (DfE)
- SEN and Disability Code of Practice (2015)
- Accessibility Plans Guidance (DfE)

The plan should be read in conjunction with:

- SEND Policy and Information Report
- Equality Information and Objectives Statement
- Health and Safety Policy
- Supporting Pupils with Medical Conditions Policy
- Intimate Care Policy

- First Aid Policy
- Behaviour Policy
- Anti-Bullying Policy
- Educational Visits Policy
- Remote Learning Policy

The Equality Act defines disability as a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

We are required to make "reasonable adjustments" to alleviate any disadvantage faced by pupils with disabilities.

3. Roles and Responsibilities

The Governing Board has overall responsibility for ensuring the school meets its obligations under the Equality Act 2010. The Headteacher has delegated responsibility for the implementation and day-to-day management of the plan. The SENDCo is responsible for leading on curriculum access and stakeholder consultation. The SBM is responsible for ensuring that Health and Safety and Premises inspections inform this plan.

4. Monitoring and Review

This plan will be reviewed every three years or sooner if there are significant changes in the school context or physical environment. The review will consider feedback from stakeholders, including pupils with SEND and their parents/carers.

It will be published on the school website and referenced in the SEN Information Report.

3. Action Plan

A. Increasing Access to the Curriculum

Objective	Actions	Timescale	Responsibility	Success Criteria
Ensure all staff have awareness of diverse needs and inclusive strategies	Annual SEND CPD. New staff induction includes accessibility and SEND overview	Ongoing	SENDCo	All staff demonstrate inclusive strategies in lesson observations and provision
Ensure curriculum materials remain accessible for pupils with visual impairments and specific access needs	Review classroom displays, reading materials, and digital content for size, contrast, and layout	By Dec 2025	SENDCo	Pupils with VI or access needs can use resources independently
Audit and adapt curriculum to ensure representation of disabilities and diverse needs	Subject leaders to complete curriculum audits and source inclusive resources and texts	By Dec 2025	Subject Leaders	Curriculum reflects diversity; pupil and parent voice affirms inclusivity
Ensure relevant staff receive training related to specific needs (e.g. autism, intimate care, medical needs)	Align training schedule with provision map and medical needs register	Ongoing	SENDCo; Headteacher	Staff report increased confidence; parent feedback is positive
Ensure access arrangements are fully considered and embedded in assessment processes	Review and refine internal assessment systems (e.g. MTC, phonics, reading bands) for inclusivity	From Sept 2025	Curriculum Lead; SENDCo	Pupils with SEND access assessments fairly and independently where appropriate

B. Improving the Physical Environment

Objective	Actions	Timescale	Responsibility	Success Criteria
Ensure physical environment supports pupils with physical or sensory needs	Audit access routes, toilets, lighting, contrast, signage	By Mar 2026	SBM; Site Team	Improvements made; pupils report increased independence
Ensure intimate care needs are supported with dignity	Review and update facilities and procedures; consult with parents	By Dec 2025	SENDCo	Parents reassured; pupils' dignity and safety are upheld
Ensure medical needs are supported appropriately	Review access to medical room, emergency protocols, quiet spaces	Ongoing	SBM; SENDCo	Medical and health care plans are effectively implemented
Enhance sensory regulation provision	Maintain and further develop The Den and The Nest with appropriate resources	Ongoing	SENDCo	Pupils use spaces effectively for regulation; referrals show impact
Ensure external spaces are inclusive and accessible	Review and adapt outdoor equipment and access routes	By July 2027	Site Team; Headteacher	Pupils with SEND can access and enjoy all outdoor areas

C. Improving the Availability of Accessible Information

Objective	Actions	Timescale	Responsibility	Success Criteria
Provide school communications in accessible formats	Offer large print, audio, coloured overlays, Makaton/pictorial options as needed	Ongoing	Admin; SENDCo	Parents and pupils report improved access to key school information

Objective	Actions	Timescale	Responsibility	Success Criteria
Ensure website is accessible and user-friendly for all	Conduct website audit for accessibility; update navigation and format as required	By July 2026	Headteacher	Website meets WCAG 2.1 standards and is easy to navigate
Ensure curriculum information is available in accessible formats	Staff to use visuals, enlarged print, digital/audio tools and differentiated resources	Ongoing	Class Teachers	Pupils access curriculum independently with reduced reliance on adult support
Support pupils with hearing impairments or communication needs	Implement use of visual timetables, pre-teaching vocab, quiet spaces for processing	Ongoing	SENDCo; Class Teachers	Pupil voice indicates improved understanding and engagement
Raise awareness among staff of alternative communication methods	Include AAC, Makaton, and visual aids in staff CPD and classroom practice	By Dec 2026	SENDCo;	Staff use multiple communication strategies; observed in learning walks

Prepared: April 2025
Next Review: April 2028