



Accessibility Plan 2025 – 2026

1. Introduction

This Accessibility Plan sets out how the Waverton Primary School will improve access to education for pupils with disabilities and additional needs. It should be read in conjunction with the school's SEND Policy, which outlines how pupils with Special Educational Needs and Disabilities are identified, supported, and reviewed.

The school is committed to ensuring that all pupils, including those with SEND, can access the curriculum, the physical environment, and information on an equal basis.

2. Policy Links

This Accessibility Plan works alongside the following school policies:

- **SEND Policy**
- Equality Policy
- Behaviour Policy
- Curriculum Policy
- Safeguarding Policy
- Medical Needs Policy

The SEND Policy provides detailed guidance on graduated support, reasonable adjustments, and the role of the SENCo. This Accessibility Plan complements that policy by focusing on whole-school access and long-term planning.

3. Legal Framework

This plan is informed by:

- Equality Act 2010
- SEND Code of Practice (0–25 years)
- SEN and Disability Act 2001
- SEN revised Code of Practice 2002
- Children and Families Act 2014
- Disability Discrimination Act 1995 (DDA)

In line with the SEND Policy, the school recognises its duty to make reasonable adjustments to prevent pupils with disabilities from being placed at a substantial disadvantage.

4. Key Objective and Principles

To reduce and eliminate barriers to access the curriculum and the full participation in the school community for pupils, prospective pupils and any adults with a disability.

- Compliance with the DDA is consistent with the school's aims and equal opportunities policy and the operation of the school's SEND policy.
- The school recognises its duty under the DDA
- The school recognises and values parent's knowledge of their child's disability and its effect on his/ her ability to carry out normal activities and respects the parent's and child's right to confidentiality.
- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; it endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:
 - Setting suitable learning aims
 - Responding to diverse learning needs
 - Overcoming potential barriers to learning and assessment for individual and groups of pupils.

5. Areas of Planning Responsibilities

- **Curriculum** – Increasing access for disabled pupils to the school curriculum. This includes the taught curriculum and the wider curriculum such as the participation in after school clubs, leisure and cultural activities or school visits.
- **Physical Environment** – Improving access to the physical environment of the school. This includes improvements to the physical environment of the school and physical aids which may be used to access education.
- **Communication** – improving delivery of information to all stakeholders. This includes planning to make written communication accessible for all stakeholders and take account of pupil's disabilities and parent's preferred formats.

5. Areas for Improvement & Planned Actions

A. Increasing Access to the Curriculum

In line with the SEND Policy, the school aims to ensure all pupils can fully access learning.

Target	Actions	Responsibility	Timescale
Ensure curriculum accessibility for pupils with SEND	Implement adaptive teaching strategies identified in the SEND Policy	Class Teachers	Ongoing
Support pupils through graduated response	Plan, do, review cycle led by SENCo	SENCo / Teachers	Termly
Improve staff SEND knowledge	CPD linked to priorities in the SEND Policy	Headteacher / SENCo	Annually

B. Improving the Physical Environment

Physical adjustments will support pupils identified through SEND processes.

Target	Actions	Responsibility	Timescale
Improve mobility access	Ramps, handrails, classroom layout adjustments (where necessary)	Governors / Site Manager/ Headteacher/ Bursar	Medium-term

Target	Actions	Responsibility	Timescale
Support sensory needs	Quiet spaces and sensory resources (as identified in SEND plans)	SENCo	Ongoing
Accessible facilities	Maintain and improve accessible within school and the school site	Local Authority / Governors	Long-term

C. Improving Access to Information

In accordance with the SEND Policy, information will be accessible to all pupils and families.

Target	Actions	Responsibility	Timescale
Accessible learning materials	Provide large print, visuals, symbols, or digital formats	Teachers	As required
Parent communication	Adapt communication methods outlined in SEND Policy	Headteacher/ SENCo	Ongoing
Support sensory impairments	Use specialist equipment recommended by professionals	SENCo	As required

6. Monitoring and Review

- This Accessibility Plan will be reviewed annually alongside the SEND Policy
- The SENCo will monitor the impact of accessibility arrangements
- Governors will evaluate progress as part of SEND and equality monitoring
- Feedback from pupils and parents will inform future improvements

7. Approval

This Accessibility Plan has been approved by the Governing Body and should be read in conjunction with the school's SEND Policy.

Date:

Review Date: