



Section 1: Vision Statement

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability of the Equality Act 2010. It is structured to complement and support the school's Equality Objectives and will similarly be published on the school website. We understand that the local authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty. Whole school training will recognise the need to continue raising awareness for staff and Advisory Board on equality issues with reference to the Equality Act 2010.

Our vision for Warbstow Primary Academy reflects our wholehearted commitment to learning and recognition of the uniqueness of individual learners. It is driven by our deep desire to offer the very best possible education for every child. Through working in partnership with our parents and local community, our children learn in a nurturing and safe environment. We believe our approach will encourage and inspire a love of learning, unlock every child's true potential as a learner and prepare them to successfully meet the challenges of the next stage of education and their lives.

Our aim is to promote a fully inclusive partnership where there is true equality of opportunity in all aspects of life-long learning. We aim for every child to say 'that was the best day'.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- He or she has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Warbstow Primary Academy Accessibility Plan relates to the key aspects of **physical environment, curriculum and written information** and shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

- ❖ At Warbstow Primary Academy we are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- ❖ The Warbstow Primary Academy leadership team plans, over time, to ensure accessibility of provision for all pupils, staff and visitors to the school.
- ❖ An Accessibility Plan will be drawn up. The plan will be updated annually. The Accessibility Plan will contain relevant actions to:
 - Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
 - Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
 - Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
- ❖ The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of the first three-year plan period in order to inform the development of the new plan for the following period.
- ❖ We acknowledge that there is a need for on-going awareness raising and training for staff, Hub Councillors and directors in the matter of disability discrimination and the need to inform attitudes on this matter.

Section 2: Aims and Objectives

Our aims are to:

- ❖ Improve and maintain access to the physical environment
- ❖ Increase access to curriculum for pupils with a disability
- ❖ Improve the delivery of written information to pupils
- ❖ Ensure that all pupils within our school have full access to a broad and balanced curriculum and that the school is, at all times, inclusive to all stakeholders
- ❖ Ensure that all stakeholders have full access to school information and policies.

The tables below set out how the school will achieve its aims.

Accessibility Action Plan

Compliance With the Equality Act

	Identified Area for Further Development	Accessibility Outcome INTENT	Action to Ensure Outcome IMPLEMENTATION	Who is responsible	Time Frame	Reflection of Outcome IMPACT	Review Date
Short Term	None identified at this time considering current staffing and pupils. Adaptations would need to be made should a member of staff/pupil join with a hearing impairment or/and complex physical needs						

Planning Duty 1: Physical Environment (Statutory)

The Senior Leadership Team should undertake an audit of the extent to which pupils with disabilities can access the physical environment on the 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 parent/carers.

	Identified Area for Further Development	Accessibility Outcome INTENT	Action to Ensure Outcome IMPLEMENTATION	Who is responsible	Time Frame	Reflection of Outcome IMPACT	Review Date
Short Term	Review of Personal Emergency Evacuation Plans for pupils with SEND	To ensure that Personal Emergency Evacuation Plans (PEEPs) with	Identification of pupils that require a PEEP PEEPs updated	Teachers/TAs SENDCo Head of School	Autumn Term 2025	Targeted pupils and all adults in school are fully aware of PEEPs and emergency exit	Ongoing as pupils with SEND transition into school and termly following fire drill feedback

		identified exit routes are updated for all SEND pupils that require these due to their needs	accordingly with exit routes	Head of School SENDCo		strategies and routes for pupils with SEND	Final review ~ Summer Term 2026
Short Term	All classrooms are optimally organised to meet the needs of pupils with SEND across the four broad areas of need but with a focus on those with sensory needs	To ensure that classroom environments are optimally organised and uncluttered To ensure that classroom areas are adapted to improve accessibility to SEND pupils.	Staff to continue to work with SENDCo and other professionals to ensure classroom environments are accessible to all Where appropriate to draw on expertise of multi-agencies Environmental Walks as part of monitoring cycles.	SENDCo Head of School SLT/ Teachers TAs Multi-agency professionals SLT SLT	Autumn Term 2025	Classrooms are calm, learning environments where learning is accessible to all. SEND pupils know how and where to access resources that will support them with their learning Classrooms are free of clutter and kept tidy at all times	Ongoing termly review as part of monitoring with a focus on access to environments which promote high quality universal provision
Med Term	To further develop the use of outdoor learning spaces during structured and unstructured times for all pupils including those with SEND. A focus on how lunchtime provision is adapted to meet the needs of all pupils.	To further develop the outdoor learning spaces to support curriculum delivery and development To further develop the outdoor learning spaces to ensure that there are safe 'break out' areas for pupils and that these support self-regulation To further develop and structure playtime and lunchtime provision	Identification of further opportunities to develop the outdoor learning spaces to support access to the curriculum and to enrich learning experiences for all children including those with SEND Audit of lunchtime and playtime provision Pupil voice capture regarding outdoor learning spaces and provision / resourcing to inform next steps of implementation	Head of School SENDCo All staff/subject leads SLT Lunchtime Supervisors SLT Pupils	Autumn Term 2025 - ongoing	Further development of outside learning environments to support curriculum delivery and enriched learning opportunities Outdoor spaces are accessible to all pupils with SEND Break-out areas are available to support pupils with self-regulation Reduction in behavioural incidences triggered at lunchtime	Spring Term 2026 Final review Summer 2026

Long Term	All Learning Environments are optimally organised and free of clutter	To ensure that all learning environments including classrooms, library, nurture spaces and outdoor learning spaces are optimally organised to support pupils with SEND across all 4 broad areas of need	Staff to continue to work with SENDCo and other professionals to ensure classroom environments are accessible to all	SENDCo	Autumn Term 2025	All learning spaces are optimally organised to support all pupils with SEND	Ongoing review Final review Summer 2 2026
			Staff to continue to develop the use of auditing tools to ensure the needs of all pupils are met. This includes Boxall Profile	SENDCo Head of School			
			All learning spaces - including outdoor spaces - are free of clutter and kept tidy at all times	Head of School SENDCo Aspire Site Team	Ongoing throughout academic year		
			Learning is supported with 'visual hooks' to support the recall of prior learning	Subject Leads All staff			

Planning Duty 2: Curriculum (Statutory)

The Senior Leadership Team should undertake an audit of the extent to which pupils with disabilities can access the curriculum on the 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 parent/carers.

	Identified Area for Further Development	Accessibility Outcome INTENT	Action to Ensure Outcome IMPLEMENTATION	Who is responsible	Time Frame	Reflection of Outcome IMPACT	Review Date
Short Term	Early Identification of SEND needs & barriers to learning with a focus on SEMH and Communication & Interaction	To ensure that the school is better placed to anticipate the needs of both current and future SEND pupils so that potential accessibility gaps in	Regular and ongoing audit of curriculum design by all staff and subject leads with the four broad areas of need in mind. Development of assessments across the four broad areas of	All staff Subject Leads Head of School SENDCo	Ongoing throughout the academic year from Autumn Term 2025	SEND pupils can access the full curriculum offer All assessments are used rigorously & effectively by all staff to identify	Termly and end of school year as part of SEF and curriculum design Termly as part of the APDR cycles

		the curriculum are identified and addressed swiftly and effectively. To ensure that barriers to learning and progress are identified in a timely manner so that measures are put in place to close any attainment gaps	need to identify potential barriers and inform next steps for provision Use of auditing tools to ensure the needs of all pupils are met	SLT Subject Leads SENDCo Head of School/SLT		potential barriers to learning and inform next steps	
Short Term	Staff confidence, knowledge and ability to support pupils with SEND across the four broad areas of need	To ensure that all staff have the knowledge and skills to support pupils with SEND and successfully adapt all areas of the curriculum	Audit current skills of staff Audit current SEND context of school using the 4 broad areas of need Annual plan of CPD for all staff to be devised and delivered over the next academic year through INSET days, staff meetings and TA meetings. This to be aligned with appraisal objectives where appropriate Strategically targeted CPD linked to SDP and appraisal cycles for all staff	SENDCo Head of School Head of School SENDCo Subject Leads Head of School SENDCo Subject Leads	Autumn Term 2025 Autumn Term 2025 Ongoing throughout academic year Ongoing throughout the academic year but linked to appraisal cycles	Staff members have the skills to adapt and deliver the curriculum to pupils with SEND Staff members have the skills to support pupils with SEND across the 4 broad areas of need	Ongoing review with final review Summer 2 2026 Ongoing review with final review Summer 2 2026 Review opportunities throughout appraisal cycles
Short Term	All staff to have high aspirations and expectations of all pupils with SEND	All staff to improve expectations of all pupils including those with SEND to ensure they make good progress in line with their starting points.	Strategically targeted CPD linked to appraisal cycles Staff meeting Autumn Term 1 outlining non-negotiables for fundamental expectations of positive relationships and emotionally attuned	Strategically targeted CPD – leaders and all staff Appraisal cycles – leaders and all staff	Ongoing as part of monitoring cycles	All staff have high aspirations and expectations of all pupils with SEND and have the skillset to make reasonable adjustments as necessary	Ongoing termly Final review Summer 2 2026

			adults Continued CPD with relational focus and a consideration of brain development/cognitive science				
Med Term	Further development of curriculum design across all subjects to ensure that this is accessible to all pupils including those with SEND	To ensure that all pupils including those with SEND are able to access the whole curriculum. The attainment gap between those children with and without SEND is closed from initial baselines	Subject leads are given designated time to work on their curriculum subject with the support of SLT Curriculum adaptations to be disseminated to staff Further CPD on scaffolding across the curriculum and pedagogy for TAs and teachers	Head of School Subject Leads Subject Leads SENDCo Subject Leads SENDCo Subject Leads	Ongoing – reviewed termly through monitoring cycles Also reviewed in line with appraisal process X3 yearly	SEND pupils can access the full curriculum offer at an appropriate level. All pupils including those with SEND can access the curriculum and make progress from baselines	Ongoing – reviewed termly
Long Term	Development and implementation of High quality communication and language curriculum to ensure that all pupils - including those with SEND - have access to high-quality oracy education. (Identified as a strong predictor of future life chances)	To ensure that all pupils - including those with SEND - are given the crucial skills in communication and language through oracy (listening and speaking), and a focus on systematic vocabulary development.	Needs of pupils taken into consideration at planning stage and curriculum design CPD for all staff. Communication and language development is integrated into units of study. Interventions are strategically targeted and protected i.e. Wellcomm	SENDCo Head of School SLT All staff Leaders/SLT All teaching and nonteaching staff Leaders/SLT All teaching and nonteaching staff	Autumn Term 2 - Ongoing	All pupils including those with SEND have daily opportunities to develop their communication and language skills Vocabular/Oracy skills improve as measured from secure baseline assessments.	Termly from Autumn Term 2 Final review Summer Term 2 2026
Long Term	Further development of the use of IT to remove barriers to learning for pupils with SEND	To ensure that SEND pupils have access to a range of IT/assistive technology that supports them with accessing the curriculum and	Audit of current IT used to support pupils' learning and access to the curriculum Meeting with Aspire IT Lead / Team and subsequent engagement in training	IT Lead SENDCo GH ~ Digital Learning SENDCo to meet with Giles Hill	Start Autumn 1 2025 then ongoing termly	Successful implementation of a range of IT to support pupils with SEND and to remove barriers to learning	End of Autumn Term 2 2025 and then termly with final review Summer 2026 to inform SEF and SDP

		removes barriers to learning	for pupils and staff Establish IT offer i.e. number of licenses and support with the development of appropriate technology to remove barriers to learning Development of strategically planned IT offer to support access to the curriculum for pupils with SEND. CPD for all staff with the use of technology to support pupils with SEND (support from Aspire IT Team) Audit of staff confidence and ability to use IT to support pupils with SEND to access the curriculum	Head of School IT Lead SENDCo Teachers TAs SENDCo IT Lead Teachers IT Lead SENDCo Aspire IT Team/Lead All staff		Increased staff confidence with the use and implementation of IT to support pupils with SEND Increased pupil confidence with the use of IT to enable access to the curriculum	
Long Term	Equity & quality of provision for all pupils including those with SEND is protected from the impact of high needs & low level behavioural challenges.	To ensure that pupils who present with behavioural needs/challenges are supported appropriately and barriers to learning are removed	CPD for all staff including PRICE training Non-negotiables of staff conduct and provision founded on positive relationships shared with staff at staff meeting, modelled consistency and monitored for policy into practice. Monitoring cycles – yearly overview planned by SLT	SENDCo Head of School Teachers TAs SENDCo Head of School All staff and stakeholders including pupils Subject Leads/SLT Head of School	Autumn Term 1 – ongoing Sep 25 ~ PRICE training Autumn Term 1 ~ launch through staff meeting Autumn Term 1 - ongoing	Behaviour challenges reduce and impact of these on provision is reduced	Ongoing

Planning Duty 3: Information, Guidance & Advice (Statutory)

The Senior Leadership Team should undertake an audit of the extent to which pupils with disabilities and parents/carers can access information, guidance and advice on the 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 parent/carers.

	Identified Area for Further Development	Accessibility Outcome INTENT	Action to Ensure Outcome IMPLEMENTATION	Who is responsible	Time Frame	Reflection of Outcome IMPACT	Review Date
Short Term	Accessibility of information aimed at pupils with SEND	To ensure that all pupils with SEND are consulted with the accessibility of information directly aimed at them including but not limited to; Times Tables Rock Stars, Spelling Programme, text books, delivery of curriculum e.g. PowerPoints	Audit of accessibility to information for pupils with SEND through pupil voice Additional Tapestry subscriptions purchased for SEND families as relevant Provision of devices for families with barriers to digital access Monitoring of pupil access as part of leadership monitoring cycles and feedback from pupil leadership teams	SENDCo Teachers Subject Leads Head of School Admin Team	Autumn Term 2025	SEND pupils are represented on the pupil leadership team Identified areas of difficulty with accessibility to information are supported and actioned with barriers removed	Ongoing review with final review Summer Term 2 2026
Med Term	Accessibility of written information to both pupils and parents/carers with SEND	To ensure that all written information aimed at pupils and/or parent carers is accessible for those with SEND	Consult parents/carers and pupils regarding the accessibility of written information aimed at them Admin team to provide core information for parents/carers in a variety of suitable formats	SENDCo Head of School/SLT Admin team	Spring Term 2026	Written information is fully accessible to pupils with SEND / parents or carers	Autumn 2025 Ongoing reviews in response to consultations and responses Final review Summer Term 2 2026
Med Term	Reports from external agencies are shared with all	To ensure that all external advice is implemented and	SENDCo and SLT to ensure all reports are disseminated	SENDCo SLT	Autumn Term 2025	All external advice is implemented /actioned and	Ongoing review with final review Summer 2 2026

	relevant stakeholders with advice and guidance being actioned in a timely manner	reviewed as part of the APDR process.	appropriately and saved on SharePoint for all relevant staff to access. SENDCo to ensure that all external advice is actioned and reviewed.	Subject Leads Teachers TAs SENDCo		rigorously reviewed as part of the APDR process	
Long Term	Development of the accessibility of the school website for pupils and parent/carers with SEND including signposting to parents/carers to resources and information to support them with meeting the needs of their children as well as their own well-being.	To ensure that all areas of the school website are accessible to young people and others with SEND To ensure that the school website contains relevant information and resources to support parents/carers with meeting the needs of their children and to support their own well-being,	Audit of the School website by staff Gain parent/carers and pupil voice regarding accessibility of the school website. Development of School website.	Head of School SENDCo Subject Leads Teachers Admin Head of School SENDCo Subject Leads Admin staff	Spring Term 2026	The website is fully accessible to people with SEND	Spring Term 1 2026 then ongoing Final review Summer 2 2026

Revisiting the Plan

Our plan will be reviewed and revised annually i.e. September 2026 and Hub Councillors will be involved in the process. A new action plan will be produced, responding to issues identified through our impact assessment.

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Personal Development, Behaviour and Welfare policy
- Curriculum Policies
- Emergency Plan
- Health and Safety Policy
- School Improvement Plan
- Special Educational Needs Policy

Equality Impact Assessments will be undertaken as and when the school policies are reviewed. The terms of reference for Director's meetings will include the need to consider the Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored by the Board of Directors.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act.

The priorities for the Accessibility Plan for our schools were identified by:

- The Senior Leadership Team
- The SENDCo
- Hub Councillors