



Warbstow Primary Academy & Nursery

Accessibility Plan 2026-2027



Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that pupils/students with a disability can take full advantage of their education and associated opportunities.

Definition of disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Key Aims

To increase and eventually ensure for pupils/students with a disability that they have:

- ✓ total access to our setting's environment, curriculum and information and
- ✓ full participation in the school community

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
 - ✓ Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education
 - ✓ and associated services
 - ✓ Not to treat disabled pupils less favourably
 - ✓ To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - ✓ To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010
- Our setting
 - ✓ recognises and values the young person's knowledge/parents' knowledge of their child's disability
 - ✓ recognises the effect their disability has on his/her ability to carry out activities,
 - ✓ respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Increasing Access for disabled pupils to the school curriculum

- Our school curriculum is designed in an inclusive manner whereby all pupils can access the learning at their own level.
- All school visits planned with individual needs in mind and support is in place to ensure all pupils are able to access activities/events
- Where challenges are identified, support from relevant agencies are sought in order to adapt the curriculum or premises as required.

Improving access to the physical environment of the school

- External agencies and the Aspire premises team support to ensure the physical environment matches the needs of the pupils and other stakeholders, where possible.

Improving the delivery of written information to disabled pupils

- Support from relevant agencies will advise as to the most appropriate methods to support our pupils, on a case by case basis.
- Letters for parents are available online and also emailed out to them directly. Paper copies are available on request. In addition, social media is used to communicate key information. If we become aware that parents are not accessing the information, verbal communication is used and other ways to support the family are considered.

Financial Planning and control

The Head of School, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

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

Accessibility Action Plan

Compliance With the Equality Act

Accessibility Outcome	Action to Ensure Outcome	Who is responsible	Long, medium or short term	Time Frame	Notes
None identified at this time					

Access to the 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.

Accessibility Outcome	Action to Ensure Outcome	Who is responsible	Long, medium or short term	Time Frame	Reflection of Outcome IMPACT
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	Ensure classrooms kept clutter free and regular clearances to prevent clutter building up. - Awareness of flooring, furniture and planning for pupils with disabilities.	All staff	Long term	On-going	All classrooms are optimally organised to support access for all pupils with SEND.
Toilets are accessible to all and are adapted to meet needs of pupils with disabilities	Maintain wheelchair accessible toilets with mechanical hoist and clinical waste bins.	Premises team	Long term	On-going	Toilets are accessible to all and have been adapted to meet the needs of pupils with disabilities attending the school
Review of Personal Emergency Evacuation Plans for pupils with SEND- None identified currently	Review PEEPs for all pupils with physical difficulties to ensure relevant and up to date.	and Admin	Short-Term		Targeted pupils and all adults in school are fully aware of PEEPs and emergency exit strategies and routes for pupils with SEND

To further develop the use of outdoor learning spaces during structured and unstructured times for all pupils including those with SEND. 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 Further develop and structure playtime and lunchtime provision	Head of School SENDCo All staff/subject leads SLT	Medium Term	Review Spring 2027	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
Learning Environments are optimally organised and free of clutter	To Staff to continue to work with SENDCo and other professionals to ensure classroom environments are accessible to all Staff to continue to develop the use of auditing tools to ensure the needs of all pupils are met. This includes Boxall Profile All learning spaces -including outdoor spaces - are free of clutter and kept tidy at all times Learning is supported with 'visual hooks' to support the recall of prior learning	All Staff SLT	g Term		Learning spaces are optimally organised to support all pupils with SEND

Access to the 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.

Accessibility Outcome	Action to Ensure Outcome	Who is responsible	Long, medium or short term	Time Frame	Reflection of Outcome IMPACT
Early Identification of SEND needs & barriers to learning with a focus on SEMH and Communication & Interaction	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 need to identify potential barriers and inform next steps for provision Use of auditing tools to ensure the needs of all pupils are met	All staff Subject Leads Head of School SENDco SLT	Short-Term	Ongoing throughout the academic year from Autumn Term 2026 Termly and end of school year as part of SEF and curriculum design Termly as part of the APDR cycles	SEND pupils can access the full curriculum offer All assessments are used rigorously & effectively by all staff to identify potential barriers to learning and inform next steps
Staff confidence,	Audit current skills of staff	SENDCo	Short-term	Ongoing	Staff members have the skills to adapt and

knowledge and ability to support pupils with SEND across the four broad areas of need	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	Head of School		review with final review Summer 2 2027 Review opportunities throughout appraisal cycles	deliver the curriculum to pupils with SEND Staff members have the skills to support pupils with SEND across the 4 broad areas of need
All staff to have high aspirations and expectations of all pupils with SEND	Strategically targeted CPD linked to appraisal cycles Staff meeting Autumn Term 1 outlining non- negotiables for fundamental expectations of positive relationships and emotionally attuned adults Continued CPD with relational focus and a consideration of brain development/cognitive science	Strategically targeted CPD – leaders and all staff	Short-term	Ongoing as part of monitoring cycles Final review Summer 2 2027	All staff have high aspirations and expectations of all pupils with SEND and have the skillset to make reasonable adjustments as necessary
Further development of curriculum design across all subjects to ensure that this is accessible to all pupils including those with SEND	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	Medium-term	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
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)	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	Long-term	Termly from Autumn Term 2 Final review Summer Term 2 2026	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.
Further development of the use of IT to remove barriers to learning for pupils with SEND	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 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.	IT Lead SENDCo HoS	Long-term	Spring Term 27- review	Successful implementation of a range of IT to support pupils with SEND and to remove barriers to learning 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

	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				
Equity & quality of provision for all pupils including those with SEND is protected from the impact of high needs & low level behavioural challenges.	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	Long-term	Autumn Term 1 – ongoing Oct 26 ~ PRICE training	Behaviour challenges reduce and impact of these on provision is reduced

Access to 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.

Accessibility Outcome	Action to Ensure Outcome	Who is responsible	Long, medium or short term	Time Frame	Reflection of Outcome IMPACT
Reports from external agencies are shared with all relevant stakeholders with advice and guidance being actioned in a timely manner	SENDCo and SLT to ensure all reports are disseminated appropriately and saved on SharePoint for all relevant staff to access. SENDCo to ensure that all external advice is actioned and reviewed.	SENDCo SLT Subject Leads Teachers TAs	Long-term	Ongoing review with final review Summer 2 2027	All external advice is implemented /actioned and rigorously reviewed as part of the APDR process
Parents have access to resources and information, which will support them with meeting the needs of their children.	SENDCo and Admin to develop a 'Useful Information' section on website to share appropriate leaflets, training, information etc with parents.	SENDCo Admin	Medium Term	By end of Spring term then ongoing	'Useful Information' section on website is developed. This is signposted to 8 meeting the needs of their children. training, information etc with parents/carers. and then ongoing parents/carers for them to access.

Revisiting the Plan

Our plan will be reviewed and revised annually i.e. September 2027 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