



WESTON POINT
PRIMARY ACADEMY

STRIVE FOR EXCELLENCE

ACCESSIBILITY PLAN 2026-2028

Version Number: 01

Ratified by Local Governing Body: September 2026

Next Review Date: September 2027

Academy Link: Mr J Everson

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PLACE
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PART OF

MEMBER OF THE WADE DEACON TRUST

1. Aims

Schools are required under the Equality Act 2010 to have an Accessibility Plan. The purpose of the plan is to:

- increase the extent to which disabled pupils can participate in the curriculum;
- improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improve the availability and delivery of accessible information to disabled pupils.

Our school aims to treat all pupils fairly, with dignity and respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our school values the individuality of every child and is committed to giving all pupils every opportunity to achieve the highest possible standards. Within this ethos of achievement, we do not tolerate bullying, harassment or discrimination of any kind.

This Accessibility Plan supports the school's commitment to promoting equality, inclusion and the individuality of all pupils, regardless of disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy or maternity, attainment, background or individual circumstance.

We aim to reflect the diversity of our society and ensure that the education we provide fosters positive attitudes, respect and understanding towards all people.

The school is committed to identifying and removing barriers to learning, participation and inclusion wherever reasonably possible. We recognise that accessibility is not limited to the physical environment and includes access to the curriculum, school activities, communication and information.

The Accessibility Plan will be made available on the school website and paper copies will be available upon request. Information can also be provided in alternative formats where reasonably required to meet individual needs.

The school is committed to ensuring that staff receive appropriate training and support in relation to equality, inclusion and disability, with reference to the Equality Act 2010 and the school's responsibilities towards disabled pupils.

The school will make reasonable adjustments to ensure that disabled pupils are not placed at a substantial disadvantage compared with pupils who are not disabled. Decisions regarding reasonable adjustments will take account of individual pupils' needs and circumstances.

The school supports and works with relevant external agencies, professionals, the local authority, the Trust, parents and carers and other partners where appropriate to develop and implement accessibility arrangements.

The Wade Deacon Trust's complaints procedure covers concerns relating to the Accessibility Plan. If parents, carers, pupils or other stakeholders have concerns regarding accessibility within the school, the complaints procedure sets out the process through which these concerns can be raised.

A range of stakeholders may contribute to the development and review of this Accessibility Plan, including pupils, staff, parents and carers, governors, trustees and relevant external professionals.

The school will ensure that appropriate consideration and resources are given to the implementation of the actions identified within this plan.

The Accessibility Plan will be kept under review and formally reviewed and updated at least every three years. It may be reviewed sooner where there are significant changes to pupil needs, the school environment, legislation, statutory guidance or school circumstances.

Related Trust policies

This document should be read alongside relevant Wade Deacon Trust policies and school documents, including the Trust's Equal Opportunities Policy, SEND Policy, SEND Information Report, Behaviour Policy, Safeguarding and Child Protection Policy, Complaints Procedure and other relevant equality and inclusion policies.

The Wade Deacon Trust is committed to providing an environment that is free from discrimination, harassment and bullying and in which all members of the school community are treated with dignity and respect.

2. Legislation and guidance

This document meets the requirements of Schedule 10 of the Equality Act 2010 and has been developed with regard to Department for Education guidance relating to the Equality Act 2010 and the Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years.

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.

For the purposes of the Equality Act 2010:

- 'substantial' means more than minor or trivial; and
- 'long-term' means that the impairment has lasted, or is likely to last, for at least 12 months, or for the rest of the person's life.

The definition of disability includes a wide range of physical and mental impairments. It includes sensory impairments, such as those affecting sight or hearing, and may include long-term health conditions. Certain progressive conditions are also covered by the Equality Act.

Schools have a duty under the Equality Act 2010 to make reasonable adjustments where a disabled pupil would otherwise be placed at a substantial disadvantage compared with pupils who are not disabled.

This duty includes making reasonable adjustments to policies, practices and procedures and providing auxiliary aids and services where it is reasonable to do so.

Physical alterations and improvements to school premises are addressed through the school's accessibility planning duties. Through this Accessibility Plan, the school will consider how the physical environment can be progressively improved to increase access for disabled pupils to education, facilities, benefits and services provided or offered by the school.

Under Schedule 10 of the Equality Act 2010, the school is required to prepare and implement a written Accessibility Plan which aims to:

- increase the extent to which disabled pupils can participate in the school's curriculum;
- improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education, benefits, facilities and services provided or offered by the school; and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

The school will keep this Accessibility Plan under review and will formally review and update it at least every three years. The plan may be revised sooner where changes to pupil needs, the physical environment, statutory requirements or the wider circumstances of the school make this necessary.

In preparing, reviewing and implementing the Accessibility Plan, the school will have regard to the need to allocate appropriate resources to support the actions identified.

The school also has due regard to its responsibilities under the Public Sector Equality Duty. In exercising its functions, the school will have due regard to the need to:

- eliminate discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010;
- advance equality of opportunity between people who share a relevant protected characteristic and those who do not; and
- foster good relations between people who share a relevant protected characteristic and those who do not.

The school will consider the needs of individual pupils and will work with pupils, parents and carers, staff and relevant professionals when determining appropriate reasonable adjustments and accessibility arrangements.

This Accessibility Plan should also be read alongside the school's SEND Information Report and other relevant school and Wade Deacon Trust policies.

This policy and plan comply with the school's duties under the Equality Act 2010, relevant provisions of the Children and Families Act 2014, the SEND Code of Practice and the requirements applicable to academies.

AIM	Current good practice	Objectives	Actions to be taken	Person responsible	Timescale	Success criteria
Increase access to the curriculum for pupils with a disability	Weston Point Primary Academy provides an inclusive curriculum and makes curriculum adaptations where needed so that pupils can access learning successfully. Resources are tailored to the needs of individual pupils where appropriate. These may include different coloured paper or pages in books, adapted presentation of learning materials, visual supports and other specialist or individualised resources. Curriculum progress is tracked for all pupils so that attainment and progress can be monitored and barriers to learning identified. Targets and support plans are appropriate to individual need. Plans for all children who require additional support are monitored frequently and reviewed so that provision can be adjusted when necessary.	To continue to develop staff knowledge and confidence so that they can meet the needs of pupils with SEND and disabilities. To ensure resources and curriculum adaptations are effective, proportionate to individual need and promote independence wherever appropriate. To ensure curriculum planning remains adaptable and flexible across all subjects so that pupils can participate fully in learning.	Identify CPD needs through ongoing monitoring, staff discussion and the appraisal process. Ensure teachers have access to relevant pupil information and use agreed adaptations and specialist resources consistently. Regularly analyse assessment and progress information for pupils with SEND and disabilities. Monitor planning, classroom practice and individual support plans to ensure pupils' needs are being met and adaptations remain effective.	SLT / Class Teachers	Ongoing and as required.	Increased access to all school activities and to the National Curriculum / EYFS for pupils with SEND and disabilities. Pupils who require additional support have appropriate plans and adaptations in place, which are monitored and reviewed frequently. Progress is tracked effectively and barriers to learning are identified and addressed promptly. Pupils in the resource base provision access a curriculum that is appropriately adapted to their individual needs.

Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • All entrances and exits are accessible • Appropriate corridor width and clear routes through school • Disabled toilets and changing facilities • Library shelving and resources positioned at accessible heights where required	Improve and maintain appropriate signage and external access for visually impaired people. To ensure access to IT equipment and technology can be adapted where required. To ensure disabled pupils, staff and visitors can be evacuated safely. To ensure the school is aware of the access needs of disabled pupils, staff, governors, parents/carers and visitors.	Ensure external steps and changes in level are clearly identified, including the use of contrasting/non-slip markings where appropriate. Use adapted IT resources and technology to improve access for disabled pupils, including pupils with visual or hearing impairments where required. Consider and plan for the safe evacuation of disabled people and ensure accessible routes are maintained. Identify access needs for pupils, staff, governors, parents/carers and visitors and make reasonable adjustments as appropriate, including during recruitment and school events.	Site manager SLT alongside Sensory Impairment Service SLT SLT, Admin staff	Ongoing.	Improved access to the school environment for people with disabilities. The school is aware of individual access needs and makes the necessary reasonable adjustments. Physical and technological barriers to participation are identified and addressed where reasonably possible.
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