



Westways Primary School Accessibility Plan 2026-2028

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Westways Primary School

ACCESSIBILITY PLAN 2026-2028

Statement of intent

This plan outlines how Westways Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where 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.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The governing board (delegated to the Compliance Committee) will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The Compliance Committee will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

The Accessibility Plan will be published on the school website.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary every two years (duration of the plan). Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were consulted with:

- The Governing Body
- Head Teacher
- SENCO
- School Business Manager

Recommendations:

Access Report Ref.	Item	Activity	Timescale	Cost
1.				
2.				
3.				
4.				
5.				

Action Plan A - Improving Physical Access

Ref.	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility
1.	Corridors	Keep corridors clear from obstructions.	Immediate	High	None	Ongoing	All staff
2.	Maintain wheelchair and walking aid access to main school building, playground	Enable wheelchair users can access playground with minimal support.	Immediate	High	None	Ongoing	
3.	Disabled parking	At present there are no parking spaces on our site. There is a disabled bay outside the school grounds. The school is going to convert a small section of playground and use as a visitor car park. Space will be provided for disabled visitors and parents if it supports their requirements.	Immediate	High	None	Ongoing	Caretaker
4.	Routes and external level change including ramps and steps	The site consists of three 100 year old buildings. Caretakers must ensure these areas are maintained with the appropriate signage and decoration to ensure that they support people to use the areas safely.	Immediate	High	Part of cleaning contract	Ongoing	Caretaker
5.	PEEP (Personal Emergency Evacuation Plan)	Ensure that children, parents or staff who might be classed as disabled or have an additional special need are not discriminated against or treated less favourably than others in an emergency. School will keep a record of all PEEPs and ensure they are reviewed regularly and ensure that all staff who encounter those with PEEPs know what to do in an emergency evacuation.	Immediate	High	None	Ongoing	Office Team to create the PEEPs Relevant staff to ensure that they familiar with relevant PEEPs

Action Plan B - Improving Curriculum Access

Ref.	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility
1.	Differentiation in Teaching	SLT to monitor quality of differentiation and provision for SEND pupils.	Termly	High	None		SLT
2.	Ensure that all school trips and residential visits are accessible for pupils with learning or physical disabilities	Thorough planning. Advance visits. Careful risk assessment including for individuals if necessary. Consultation with EVC. Meeting with parents as part of the risk assessment.	Ongoing	High	Leaders planning time for risk assessing Pre-visit where possible	Ongoing	SLT Trip leaders EVC
3.	Ensure that after-school clubs and care provision facilities are accessible for all pupils.	Ensure access is available for all pupils including those with physical or sensory disabilities. Provide adult support if necessary. Make physical adaptations as required. Special menu created in consultation with parents of children with dietary needs.	Ongoing	High	Budget for clubs provision. New equipment if needed.	Reviewed in September then ongoing throughout the year.	SLT
4.	Ensure that children are taught about the protected characteristics.	Ensure that the curriculum through RSHE and other subject specific areas serve to provide clear opportunities to develop tolerance and understanding of the society we live in.	Ongoing	High	Time for leaders to ensure that subjects have planned links. £200 resources/books etc	Reviewed as part of ongoing curriculum reviews.	SLT/Vice-Chair of Gobs

Action Plan C - Improving the Delivery of Written Information

Ref.	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility
1.	Availability of written material in alternative formats when needed or specifically requested.	The school will make itself aware of the services available for converting written information into alternative formats	Ongoing	Medium	Not applicable		SLT
2.	Review documentation on website to check accessibility for parents with English as an Additional Language	The school will review formats publicised on school website - particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional language. A translation tool will be added to the school website and large print documents will be offered.	Ongoing	Medium	Not applicable		SLT/ Website Coordinator