



WESTFIELD PRIMARY

# Accessibility Plan

## 2025-2028 (Rev Mar 2026)

Prepared by the Inclusion Leader Spring term- November 2025

Review date: Summer term 2028

# Westfield Primary School

## Accessibility Plan 2025-2028 (Rev March 2026)

Our mission statement at Westfield is ...

Westfield Primary School is committed to equality and valuing diversity and actively supports practices that promote genuine equality of opportunity for all staff and children.

We believe in the importance of children engaging, enriching and excelling at school. This allows them to make the very best progress they can in their learning, both academic learning and in learning about themselves, their relationships, making a positive difference in their community and the world in which they live.

The school will build on the qualities and skills which parents have fostered in the child at home. From the beginning, staff and governors will aim to create a caring, respectful and disciplined environment in which each child's well-being is valued and they are viewed as an individual.

We aim to provide the highest quality of education for all our children, in an environment that is challenging, motivating, caring and moral, where children can acquire the skills and knowledge appropriate to their individual needs through the delivery of a creative curriculum. Through our PLEDGE we strive to provide a range of exciting learning and life experiences.

We help all children to grow emotionally and to learn that courtesy, excellent manners, first class behaviour, kindness, consideration and respect for others are very important qualities. We hope all our children will become happy, responsible, and independent young people.

Westfield Primary School is a good school with many outstanding features. Our core values that run through the school (PRIDE) inspire our vision in which every child embraces a true Love of Learning and a Love of Life.

Striving for PRIDE in all we do:

**P**ositivity,  
**R**espect,  
**I**ndependence,  
**D**iversity,  
**E**xcellence



At Westfield Primary School we are aware that we have a general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a protected characteristic and persons who do not share it.
- Must not discriminate, harass or victimise individuals based on protected characteristics.
- Make reasonable adjustments to remove barriers for disabled students.

A person has a disability under the Equality Act 2010 if they have a cognitive, physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. Long-term' in this context means that the disability has or is expected to last at least 12 months.

With this in mind this Accessibility Plan has been drawn up in consultation with all relevant stakeholders of the school and covers the period from Autumn term 2025 to Summer term 2028. It should be read in conjunction with our school's Equality, Diversity, Inclusion & Belonging policy.

School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, education, physical, sensory, social, 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.

### **This Accessibility Plan contains relevant actions to:**

- Improve awareness of Equality and Inclusion.
- Improve access to the physical environment of the school, adding specialist facilities as necessary to increase the extent to which disabled pupils can take advantage of education and associated services. This covers improvements to the physical environment of the school and physical aids to access education
- Increase the extent to which disabled pupils can participate in the school curriculum. This covers access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as 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 the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, 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 is compiled by reference 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 current Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each three-year plan period in order to inform the development of the new Plan for the following period.

As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".

Our school complaints procedure covers this Accessibility Plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

Targets	Strategies	Outcome	responsibility	Timeframe	Goals Achieved
<b>Equality and Inclusion</b>					
Accessibility Plan and Equality, Diversity, Inclusion & Belonging Policy to remain an annual agenda item at Governors Meetings.	Clerk to Governors to add to list of required publication details.	Adherence to current legislation	Clerk to Governors	Annually.	Ensure compliance with current legislation and ensure that Governors are fully involved in implementing and reviewing plans and policies
Continued training to raise awareness of equality and disability issues	Discuss perception of issues with staff/governors to determine the current status of school. Provide training for governors, staff, pupils and parents.	Whole school community aware of issues relating to access.	Inclusion Leader	Training requirements to be reviewed annually after completion of the annual Access Audit or more frequently as and when specific needs arise.  Training to be ongoing.	Whole school community will benefit from a more inclusive school environment

Review curriculum and other relevant policies for evidence of how staff provide access in all areas to all pupils.	Review curriculum and policies with staff and stakeholders and update and revise as appropriate	Policies and curriculum reflect adherence to current legislation.	Inclusion Leader	Reviews continuing from Autumn term 2025 or more frequently as and when specific needs arise.	Policies and curriculum reflect adherence to current legislation.
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Targets	Strategies	Outcome	Responsibility	Timeframe	Goals Achieved
<b>Physical Environment</b>					
Ensure that all areas of school building and grounds are accessible for all children and adults and to continue to improve the access of the physical environment for all.	Regularly audit accessibility of school buildings and grounds.  Target areas for improvement in an action plan  Consult with relevant external agencies e.g. The Physical & Sensory Support service; and implement any recommendations received from such agencies.	Any modifications needed will be made to the school building and grounds that are needed to facilitate ease of access and use for all.	Inclusion Leader	Action Plan setting out medium and long term action items to continue to be reviewed annually or more frequently as and when specific needs arise.	The school building and grounds will be accessible to and used by all.

Ensure any proposed 'new build' project is physically accessible for everyone.	Project manager appointed will ensure compliance with building regulations regarding accessibility	Any new construction will be fully accessible	Karyn Hing	Long Term Until any new construction begins.	Any new construction will be fully accessible
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Targets	Strategies	Outcome	Responsibility	Timeframe	Goals Achieved
<b>Curriculum</b>					
Continue training for teachers and support staff on different aspects of SEND and differentiating the curriculum when required.  Audit of pupil needs and staff training to meet those needs	Review the needs of children As part of the school's "Assess, Plan, Do, Review" cycle.  Multi-sensory delivery of some of the curriculum where appropriate.  Curriculum and targets adapted to meet the needs of pupils with complex emotional, social and behavioural difficulties where appropriate  Provide all relevant training in liaison with partner agencies	All staff are trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum.  Training needs and expertise will change with time	Inclusion Leader	Ongoing as required.	Increase in access to the curriculum  Increase in access to all school activities for all disabled pupils

	<p>SEND support arrangements progress showing how individual needs are addressed.</p> <p>Curriculum resources include examples of people with disabilities</p> <p>Interventions are used appropriately to help children make progress in targeted areas and skills.</p>				
<p>All out-of-school activities are planned to ensure the participation of all pupils.</p>	<p>Review all out-of-school provision to ensure compliance with legislation</p> <p>Carry out pre visit checks in order to ensure individual needs can be met. (Record on school risk assessments)</p> <p>Ensure sufficient staff ratios including 1:1 support where necessary for pupils with high level of need.</p>	<p>All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements</p>	<p>Inclusion Leader</p>	<p>Reviewed annually and on going as required.</p>	<p>Increase in access to all school activities for all disabled pupils</p>

<p>Classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independence of all pupils and adults alike.</p>	<p>Review and implement a preferred layout of furniture and specialist equipment to support the learning process in individual class rooms (considering positioning/ seating and provision of laptops/chrome books as necessary)</p> <p>Whole school approach to the set-up of classrooms to be ASD; EAL friendly.</p> <p>Whole school use of the five point scale.</p> <p>Whole school use of Zones of Regulation.</p> <p>Appropriate specialised equipment is used to benefit individual SEND pupils.</p>	<p>Lessons will start on time without the need to make adjustments to accommodate the needs of individual pupils</p> <p>All pupils will be enabled to be as independent as possible in the school environment.</p> <p>SEND children have appropriate equipment and resources which supports their learning and remove barriers to learning.</p>	<p>Inclusion Leader</p>	<p>Ongoing as required.</p>	<p>Increase access to the National Curriculum</p>
<p>Access arrangements to meet individual needs when</p>	<p>Inclusion Leader and other key staff will ensure appropriate testing and reports are provided in order</p>	<p>All pupils will have their individual needs met, and any barriers to achieving</p>	<p>Inclusion Leader</p>	<p>On going as required.</p>	<p>Increase access to tests etc. for pupils and remove</p>

taking tests etc. will be applied for and support provided when required.	to apply for access arrangements	their full potential will be removed			barriers to them achieving their full potential
To ensure that the medical needs of all pupils are met fully within the capability of the school.	Senco and other key staff to liaise with parents, and external agencies and make relevant referrals to external agencies. To identify and staff training needs. - All advice acted upon.  School emergency auto-immune injectors and inhalers provided for pupils with parental consent.	All pupils' needs are met and they are able to access the curriculum	Senco	On going as required.	All pupils' needs are met and they are able to access the curriculum

Targets	Strategies	Outcome	Responsibility	Timeframe	Goals Achieved
<b>Written/other information</b>					
Improve the delivery of information to pupils with a disability	All staff to use a range of communication methods to make sure information is accessible. This includes: <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> </ul>	All pupils will have their individual needs met, and any barriers to achieving their full potential will be removed	Inclusion Leader	Ongoing as required.	Increase access to the curriculum and extra-curricular activities for pupils and remove barriers to them achieving

	<ul style="list-style-type: none"> <li>• Braille signage</li> <li>• Pictorial or symbolic representations</li> </ul>				their full potential
<p>Make available school brochures, school newsletters and other information for parents/carers online and in alternative formats where necessary.</p> <p>Availability of other written material online and in alternative formats also- e.g. School newsletter.</p>	<p>Review all current school publications and promote the availability online and in different formats for those that require it.</p> <p>The school will make itself aware of services currently available for converting written information into alternative formats.</p>	<p>The school will be able to provide written information online and in different formats when required for individual purposes.</p>	Inclusion Leader	Ongoing as required.	<p>Delivery of school information to parents/carers and the local community improved.</p> <p>Parents are able to access all information and complete forms independently or with assistance</p> <p>Delivery of information to disabled pupils improved.</p>
<p>Ensure the school website remains compliant with relevant accessibility legislation</p>	<p>The school will make itself aware of relevant accessibility compliance legislation and regulations</p>	<p>The school will be able to provide evidence that the website meets the accessibility standards.</p> <p>The school will be able to provide information to the public on how to access the</p>	School Business Manager / Inclusion Team	Ongoing as required	<p>Delivery of school information to parents/carers and the local community , including those with accessibility needs, improved.</p>

		website for those with accessibility needs.			
Have interpretation and translation technology or services available for parents and pupils who cannot access spoken English communication	<p>Use online translation tools and Apps where appropriate e.g. Google translate.</p> <p>Ensure relevant staff are able to use translation tools to assist with communication with parents where appropriate</p> <p>Allow parents enough time to organise their own translators for meetings.</p> <p>Book translators for crucial meetings</p> <p>Use Mantra Lingua translation pupil resources, programmed for individual pupil needs.</p>	<p>Parents and pupils will all be able to access meetings and have what's needed to express their views accurately and understand others clearly</p> <p>staff will be able to communicate effectively with parents and pupils on a daily basis</p>	Inclusion Leader	Ongoing	Parents and pupils will all be able to access meetings and have what's needed to express their views accurately and understand others clearly

Approved by the Local Advisory Committee

## Action Plan following Accessibility Audit

Date of Initial audit for the 3-year period: February 2025.

Further audits completed:

Date of Last audit: February 2026

Conducted by: Lee Savill, Julia Findlay/ Annette Newport

Target Area	Details of action required	Target date for completion of action
Equality & Inclusion	Reviewed February 2026 No further action needed other than regular scheduled ongoing training.	Reviewed February 2026 No further action needed other than regular scheduled ongoing training.
Physical Environment	See Action Items highlighted blue in Accessibility Audit Checklist dated February 2026  Ongoing/further action items highlighted green.	See Action Items highlighted blue in Accessibility Audit Checklist dated February 2026  Ongoing/further action items highlighted green.
Curriculum	Reviewed February 2026 no further action needed. Review February 2027 or earlier if need arises.	Reviewed February 2026- no further action needed.
Written/other information	Reviewed February 2026 Review of School documents ongoing.	Review of School documents ongoing