



West View Primary School

Accessibility Plan for 2025-2026

Approved by Local Governors: September 2025

Date for Review: September 2026

West View Primary School is committed to a genuinely holistic approach to supporting all children - actively promoting a fully inclusive curriculum. We believe that children with Special Educational Needs or Disabilities (SEND) have the right to a broad and balanced curriculum and to be fully included in all aspects of school life (DfE Special Educational Needs Code of Practice 2015).



At West View Primary School, we are proud to be recognised as a Flagship School for Inclusion and as a Communication Friendly Setting. We have also achieved the Dyslexia Friendly Schools Quality Mark, which recognises our hard work in developing dyslexia provision across the school.

School Context

West View Primary School is a larger than average mainstream primary school. At present, there are 448 pupils on roll. Of the total number of pupils on roll, 24% of pupils are on the SEN register at the level of SEN Support and 2.46% have an Education, Health and Care Plan (EHCP).

Statement of Intent

This plan outlines how West View 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](#):

1. Curriculum
2. Physical Environment
3. 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, carers, pupils and external partners. In the preparation of this Accessibility Plan, we have, as a school, taken due regard to the need to allocate adequate resources in the implementation of the actions detailed in the tables set out below.

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

- Pupils' parents/carers
- The Headteacher and other relevant members of staff
- Local Governors
- External partners

The plan will take into account 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

Legal Framework

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

- [Education Act 1996](#)
- [Human Rights Act 1998](#)
- [Education and Inspections Act 2006](#)
- [Equality Act 2010: guidance - GOV.UK](#)
- [Equality Act 2010: advice for schools - GOV.UK](#)
- [The Special Educational Needs and Disability Regulations 2014](#)
- [Children and Families Act 2014](#)
- [The Equality Act 2010 \(Specific Duties and Public Authorities\) Regulations 2017](#)
- [SEND code of practice: 0 to 25 years - GOV.UK](#)

This policy operates in conjunction with the following school policies and documents:

- Administering Medicines Policy
- Admissions Policy
- Behaviour Policy
- Early Years Policy
- Equality Information and Objectives
- Health and Safety Policy
- Mental Health and Wellbeing Policy
- SEND Information Report
- Special Educational Needs and Disabilities (SEND) Policy
- Supporting Pupils with Medical Conditions Policy

Roles and Responsibilities

Local Governors 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 Local Governors, Local Authority 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 Local Governors to ensure that pupils with Special Educational Needs/Disabilities (SEND) are appropriately supported
- Ensuring that 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

Monitoring and Review

This plan will be reviewed on an annual basis by the Headteacher - in consultation with the Senior Leadership Team and Local Governors. The next scheduled review date for this plan is September 2026. Any changes to this plan will be communicated to all staff members and relevant stakeholders following approval by Local Governors.

Planning Duty 1: increase the extent to which pupils with disabilities can participate in the curriculum

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Outcome
Ensure that we have accurate and up-to-date information in relation to children's medical needs (including any allergies) and disabilities. Parents and carers need to provide school with the relevant medical evidence.	SENCO Headteacher	Health Care Plans created in 1:1 meetings between SENCO and parents/carers.	Dedicated time for SENCO to undertake meetings with parents/carers and also to disseminate the information to the relevant staff.	By the end of September 2025	All staff working in school will understand the medical needs (including any allergies) and disabilities for the children in their care. There will be an up to date, centrally maintained register of pupils with medical needs (including any allergies)/disabilities. Information will also be accessible on SIMS.
Ensure that children who are working well below their age-related expectations are being assessed using a system that is fit for purpose. As a result, their progress is correctly recorded and tracked.	SENCO	Ongoing support to staff from the SENCO in relation to the use of the PIVATS5 system, which is now in its 2nd year of use Dedicated 1:1 meetings with teachers prior to each data submission	No further costs due to the system being purchased in 2024-2025 as well as the initial CPD	Across the year, specifically at the x3 assessment points (Autumn, Spring, Summer)	Improved assessment and tracking of the progress of pupils who are working significantly below their age-related expectations.
Some pupils are struggling to secure the basic skills that they need in order to learn to read. This can hinder their full access to the curriculum.	Reading Lead SENCO Headteacher	Timely assessments and professional discussions will ensure that children access the Little Wandle SEND programme when it is identified that they are not making progress on the main programme, even with adaptations and keep up interventions in place.	Little Wandle membership for access to planning/resources, complemented with physical resources £945.25 Additional SEND word cards £79.99	Ongoing assessment and review to ensure that children are making progress on the SEND programme	Children will be making rapid progress with their reading, securing the basic skills needed to access texts at an age-appropriate level. This will, in turn, improve their access across the whole curriculum.
Some pupils can struggle to physically regulate enough to engage with classroom learning if their sensory needs/difficulties are not met.	SENCO Headteacher	SENCO to design and set up individual sensory circuits SENCO to upskill staff who can then support pupils in engaging with their sensory	£75 for initial CPD for SENCO Up to £300 for the initial set up of the sensory circuits	Sensory circuits to be introduced by end of Autumn 1 2025 - to be reviewed at least half termly thereafter	Pupils have access to interventions and resources which meet their sensory needs and this, in turn, enables them to be regulated enough to

		circuit, as often as is necessary Where it is felt necessary, refer individual pupils for a full sensory assessment through an external service such as Future Steps or Treetops	£795 for x2 sensory assessments (if 2 children are assessed on the same day)	To be discussed at pupil progress meeting or as part of PEP meetings for Children In Our Care	engage with classroom learning and reach their full potential.
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Planning Duty 2: improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Outcome
Ensure that all pupils and adults with a special educational need or disability can be safely evacuated in an emergency.	SENCO Headteacher	SENCO to write a Personal Emergency Evacuation Plan (PEEP) for any pupil/adult identified as having a special educational need or disability that would impact on their ability to evacuate the building independently in the event of an emergency.	Dedicated release time to write the PEEPS	To be reviewed on at least an annual basis - or sooner if there is a change in need/circumstance	All pupils/adults can be safely evacuated from anywhere in the school building in the event of an emergency. <i>This will be tested during at least half termly evacuation drills.</i>
Make effective use of the school's designated Safespace room.	SENCO Headteacher	Children to use the Safespace to aid their regulation. Children to be supported to use the Safespace to carry out tasks and activities as part of their sensory diets/IEPs.	Up to £250 available for the purchase of any additional resources identified	Ongoing following the initial installation of the space in Autumn 2023	Pupils have a designated room to use to regulate as well as complete sensory activities and exercises away from the 'busy-ness' of a classroom space or corridor, thus preserving their dignity. Pupils have access to a wide range of resources to meet their sensory needs.
Maintain yellow step edging throughout the exterior of the school.	Headteacher Safeguarding Link LAC Site team	Site staff to ensure that yellow step edging is maintained in terms of brightness across the academic year.	Cost of appropriate yellow paint - up to £500 Time allocation for this to be completed by site team	Autumn term 2025 To be monitored during SLT site walks and Headteacher site walk with the Safeguarding Link LAC member across the year	Yellow step edging will support those with a visual impairment in being able to exit the building safely where there may be stepped access (e.g. in exiting from classroom doors onto the yard).

Planning Duty 3: improve the availability of accessible information to pupils with disabilities

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Outcome
Continue to improve the use of pictorial communication systems.	SENCO Headteacher Trust SEND Lead	Use Widgit to make classroom resources (e.g. word mats, labels, lanyard cards, social stories). Make customised symbol resources available to parents and carers for use at home. A visual timetable is displayed in every classroom and used throughout each day.	Continued use of InPrint 3 Design Symbol Materials to Print Widgit 12 months licence = £295	Ongoing now that the system has been purchased and is in place	Information and resources are made more accessible for pupils with language and communication difficulties (including those with autism spectrum disorder). Consistency in the use of resources used in school and at home.
Implement Makaton - a programme which combines symbols, signs and speech to help individuals communicate effectively.	EYFS/KS1 teachers and support staff SENCO DHT	Staff to access accredited Makaton training, which will teach them Makaton signs and symbols to use with pupils in school.	£2000 - to cover the cost of training + training materials required for 22 members of staff in the first instance Makaton Level 1 Workshop Elklan Training Ltd	Level 1 training to take place - September 2025	Staff will know how to use symbols and signs to support pupils with their communication and language - by using Makaton, children and adults can take a more active part in life, because communication and language are the key to everything that we do and learn.
Ensure that all pupils with a Visual Impairment (VI) have full access to the curriculum through the provision of specialist equipment and resources, where necessary.	SENCO Teachers Visual Impaired	Consultation VI service. Introduce Voxblocks in order to reduce the strain on their eyes. Develop a library of enlarged books so that pupils with a VI are not expected to read books which contain text that is too small.	Splashtop software - £23.99 Voxblock - up to £250 Screen-free Audiobook Player for Children Voxblock £250 to begin the development of a dedicated VI library	Splashtop is renewed annually - Splashtop Remote Access By end of Autumn 1 2025	Visual Impairment is not a barrier to accessing the curriculum (including reading) because pupils have access to specialist equipment and resources (including enlarged books and audio books).