



Accessibility Plan

2026 – 2029

Date written:	October 2026
Date agreed by Governors:	October 2026
Date to review:	October 2029

‘LEARNING FOR LIFE’

At Whiston Willis Primary Academy, we are a safe, happy and inclusive community where everyone is valued, respected and celebrated. We embrace difference and promote equity, ensuring that every child feels a strong sense of belonging and has the support, opportunities and encouragement they need to thrive.

We have high expectations for every child and are committed to enabling all pupils to reach their full potential academically, socially and emotionally. Through an ambitious, inclusive and engaging curriculum, we develop knowledge, skills and understanding while nurturing curiosity, confidence, independence and a love of learning.

We believe that every child should have a voice. Through purposeful talk, active listening and respectful dialogue, we empower our pupils to express their ideas, listen to others, challenge themselves and participate confidently in their learning and the wider world.

We are committed to developing the whole child. Through positive relationships, shared values and a strong sense of community, we support our pupils to become resilient, respectful and compassionate individuals who understand their responsibilities towards others and approach their future with a strong moral purpose.

Learning is a lifelong journey. We aim to inspire motivated, independent and reflective learners who are equipped with the knowledge, character and confidence to embrace opportunities, overcome challenges and make a positive contribution to an ever-changing world.

1. Purpose and Commitment

Whiston Willis Primary Academy (WWPA) is committed to a safe, happy and inclusive community in which difference is celebrated, pupils have a voice and every child is supported to participate, achieve and belong. Our rights-respecting ethos and the values Be Respectful, Be Responsible and Be Safe underpin this commitment. We aim to prevent disabled pupils being placed at a substantial disadvantage, make reasonable adjustments and progressively remove barriers to participation in education and wider school life.

This plan sets out actions over three years to:

- (1) increase disabled pupils' participation in the curriculum;
- (2) improve the physical environment so disabled pupils can benefit from education, facilities and services; and
- (3) improve delivery of information to disabled pupils in accessible formats. The plan also considers accessibility for parents, carers, staff and visitors where relevant, while recognising the statutory planning duty focuses on disabled pupils.

2. Legal Framework

This plan is prepared under the Equality Act 2010, particularly Schedule 10 (accessibility planning), alongside the reasonable adjustment duties, the Public Sector Equality Duty, the Children and Families Act 2014 and the SEND Code of Practice (0–25 years). Under the Equality Act, disability generally means a physical or mental impairment with a substantial and long-term adverse effect on normal day-to-day activities. Not every pupil with SEND is disabled, and not every disabled pupil has SEND.

Reasonable adjustments may include changes to practices and the provision of auxiliary aids or services where reasonable. Physical access improvements are addressed through accessibility planning. WWPA will consider individual needs and the views of pupils and families; a diagnosis is not a prerequisite for considering reasonable adjustments.

3. WWPA Context and Existing Provision

WWPA uses adaptive teaching through its six-part lesson structure, Rosenshine's Principles of Instruction and structured opportunities for oracy. SEND provision is planned through Pupil Provision Plans (KS1/KS2) and Play Plans (EYFS), reviewed termly, with parents and pupils involved. Teaching is supported by visual timetables, adapted resources, intervention and specialist advice where appropriate. The school's previous plan records accessible toilets, a blue-badge parking bay, calm spaces and the Kingfisher nurture room, together with assistive technology and sensory supports.

4. Implementation, Monitoring and Accountability

The Principal oversees implementation, supported by the SENCO, curriculum and subject leaders, the site/operations lead and relevant Trust colleagues. Actions will be monitored through SEND reviews, curriculum monitoring, pupil and family feedback, premises checks, risk assessments and governance reporting. Progress against each action will be recorded at least annually, with actions revised sooner where needs or risks change. Any major premises works are subject to feasibility, Trust approval and funding, without delaying reasonable individual adjustments.

The plan will be published on the school website, made available in paper form on request and provided in an accessible alternative format where reasonably required. Accessibility concerns may be raised with the class teacher or SENCO and through the published school/Trust complaints procedure. Statutory disability discrimination routes remain separate.

5. Three-year Accessibility Action Plan

Priority A: Access to the curriculum

Priority / intended outcome	Actions	Lead / timeframe	Evidence of impact
A1. Consistent adaptive teaching across all subjects	Audit classroom accessibility and quality of scaffolding, modelling, vocabulary support, visual prompts, retrieval and flexible recording. Use pupil voice and learning walks to address barriers.	Curriculum Lead/ SENCO/ Subject Leaders Termly 2026–28	Monitoring shows adaptations are implemented; pupil feedback evidences improved participation.
A2. Effective individual provision and assistive resources	Review PPPs/Play Plans termly; check provision and independence; identify needs for assistive technology, adapted texts, writing supports or sensory resources; act on specialist recommendations.	SENCO / teachers Termly and when needs change	Plans and intervention records demonstrate progress towards personalised outcomes and reduced barriers.
A3. Staff expertise matches current needs	Identify CPD needs from SEND data and staff consultation; deliver or commission targeted training on communication, autism, sensory needs, physical/medical support and inclusive teaching as required.	SENCO/ SLT CPD review annually, delivery ongoing	Training log and practice checks show staff can implement agreed strategies.
A4. Inclusive wider curriculum and assessments	Plan reasonable adjustments for PE, OPAL/playtimes, clubs, visits and residential; check accessibility in risk assessments. Consider statutory assessment access arrangements under current guidance.	Teachers/ visit leads/ SENCO Every relevant activity	Participation data and pupil/family feedback show access without unnecessary exclusion.

Priority B: Physical Environment

Priority / intended outcome	Actions	Lead / timeframe	Evidence of impact
B1. Current accessibility baseline	Complete a documented site access audit covering entrances, routes, thresholds, toilets, signage, lighting, parking, outdoor areas and classroom locations; consult pupils/families and Trust estates team. Prioritise barriers and costs.	Principal/ site lead/ SENCO/ Trust estates By Spring 2027	Dated audit and prioritised improvement log approved; immediate safety issues addressed promptly.
B2. Safe routes and evacuation	Keep corridors, exits and outdoor routes unobstructed; review signage/contrast markings and emergency arrangements, including individual evacuation plans where needed. Verify evacuation equipment and staff training.	Site lead/ safeguarding & health-safety leads Termly and on change	Inspection records, drills and individual plans demonstrate safe and appropriate access.
B3. Suitable toilets, personal care and regulation spaces	Verify accessibility and suitability of toilets/personal care facilities and Kingfisher/calm spaces; review equipment and privacy needs for current pupils; plan feasible improvements with Trust support.	SENCO/ site lead /Trust Audit 2026–27; Improvements 2027–29	Documented provision meets assessed needs; family/pupil feedback and site checks confirm suitability.
B4. Accessible learning spaces and site development	Consider access when allocating classrooms, purchasing furniture and undertaking refurbishments; record adjustments for pupils, staff and visitors; escalate structural works through Trust processes.	Principal/ site lead/ Trust estates Ongoing	Room allocation and project records evidence accessibility consideration before changes.

Priority C: Accessible Information

Priority / intended outcome	Actions	Lead / timeframe	Evidence of impact
C1. Information accessible to disabled pupils	Provide differentiated print/digital formats where needed, e.g. enlarged text, symbols, visual timetables, accessible electronic text, audio or assistive technology; review communication preferences with pupils. Ensure accessible information is provided within a reasonable timeframe, taking account of individual disabilities, communication needs and the preferences expressed by pupils and their parents or carers.	Teachers / SENCO Ongoing; termly checks	Pupils can access key learning and school information in an appropriate format.
C2. Accessible family communications	Offer reasonable alternatives for letters, meetings, forms and school information (e.g. large print, accessible electronic copy, interpreted or supported communication where needed); explain how to request a format.	Office/ SENCO/ SLT Autumn 2026	Requests are recorded and met within a reasonable timeframe; families report effective access.
C3. Accessible website and published documents	Audit website navigation, contrast, headings, image descriptions, keyboard access and downloadable PDFs/forms; work with website provider/Trust to address identified issues; maintain an accurate accessibility statement where applicable.	Website lead/ Trust IT Baseline by Summer 2027; annual checks	Audit and remediation log; accessible documents and published information are easier to use.
C4. Accessible signage and wayfinding	Review wayfinding and visual/symbol signage in key areas, including accessible facilities, with attention to sensory and communication needs.	Site lead/ SENCO By Autumn 2027; review ongoing	Pupil and visitor feedback confirms clearer navigation.

6. Review and Related Documents

Whiston Willis Primary Academy is committed to ensuring that its Accessibility Plan remains effective, relevant and responsive to the needs of pupils with disabilities.

Progress against the actions identified within this plan will be monitored annually by school leaders and the SENCO, with outcomes reported through the agreed governance arrangements. The plan will be formally reviewed by October 2029, or sooner where changes to pupil needs, the school environment, legislation or statutory guidance require amendments.

The academy, working with Wade Deacon Trust where appropriate, will consider the resources required to implement accessibility improvements. Actions will be prioritised according to identified barriers, individual needs and statutory responsibilities.

This plan will be published on the school website and made available in alternative accessible formats upon request.

The Accessibility Plan should be read alongside the following school and Wade Deacon Trust documents:

- SEND Information Report
- SEND Policy
- Equality Information and Objectives
- Behaviour and Relationships Policy
- Supporting Pupils with Medical Conditions Policy
- Health and Safety arrangements
- Complaints Procedure
- Relevant Wade Deacon Trust equality and inclusion policies