



Accessibility Plan

2026-2029

Our accessibility commitment

West Heath Primary School aims to remove barriers so that disabled pupils can participate fully in learning, the wider life of the school and the opportunities available to their peers.

Plan owner	Mrs Jessica Chamberlain - SENCO
Inclusion Lead	Mrs Clews
Business Manager	Mrs Kerry Barker
Site / maintenance lead	Mr Steven Jackson
Plan period	September 2026 to August 2029

This plan should be read alongside the SEND Policy, SEND Information Report, Equality information and objectives, Health and Safety arrangements and relevant school policies.

1. Purpose and legal context

The purpose of this plan is to show how West Heath Primary School will, over time, increase accessibility for disabled pupils. It builds on the school's existing accessibility arrangements and identifies priorities for further development.

Under Schedule 10 of the Equality Act 2010, schools must prepare, implement and keep under review a written Accessibility Plan. The plan must address three areas:

- increasing the extent to which disabled pupils can participate in the curriculum
- improving the physical environment so that disabled pupils can take greater advantage of education, benefits, facilities and services
- improving the delivery of information to disabled pupils where that information is readily accessible to pupils who are not disabled.

Definition of disability

Under the Equality Act 2010, a person is disabled 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.

The school will keep this plan under review during the period it covers and revise it when necessary. Appropriate resources will be considered when accessibility improvements are planned.

2. Our current accessibility position

West Heath already has a range of measures in place to support access. Current provision includes:

Physical access

- wide access doors and wide gate access at the front and back of the site
- flat, smooth access into and out of the school site and into downstairs entrances
- lift access
- three disabled toilets, with grab rails and emergency pull cords
- shower facilities
- a designated, marked disabled parking space
- hold-back doors to support free movement
- etched dots on some doors and fluorescent paint on kerbs to support visual access.

Safety and medical access

- evacuation chairs and Personal Emergency Evacuation Plans (PEEPs)
- personal care plans for individual children
- onsite defibrillators
- staff trained in a range of medical needs, including diabetes, epilepsy, asthma, anaphylaxis and allergies
- a higher-than-average number of first aiders, including paediatric first aiders.

Communication and curriculum access

- visual timetables in all classes
- Makaton training for staff
- hearing loops
- appropriate indoor and playground lighting
- reasonable classroom adaptations and individual support matched to pupil need.

3. How we will monitor accessibility

Accessibility is an ongoing responsibility rather than a one-off site check. During 2026-2029 the school will use a combination of:

- pupil and parent/carer voice, including feedback from disabled pupils and families
- SENCO monitoring, classroom visits and review of reasonable adjustments
- site walks and checks of routes, entrances, lighting, signage and evacuation arrangements
- advice from relevant specialist services when individual needs require this
- review of accessibility when alterations, repairs, purchases or changes to provision are planned
- governor oversight of progress against the action plan.

The action plan below records the school's priorities. Actions may be brought forward, amended or added where the needs of pupils or the school site change.

4. Action plan: increasing access to the curriculum

Our aim is for disabled pupils to access learning, enrichment and the wider life of the school with the reasonable adjustments and support they need.

Priority / outcome	Actions	Lead	Timescale	Success / evidence
Consistent reasonable adjustments	Review how individual adjustments are recorded and shared. Ensure one-page profiles / pupil plans clearly identify successful strategies and access arrangements.	SENCO; class teachers	Autumn 2026, then termly	Staff can identify required adjustments; pupil and parent feedback indicates support is consistent.
Accessible teaching and communication	Audit the consistent use of visual supports, Makaton and communication-friendly practice. Refresh staff guidance and provide targeted training where gaps are identified.	SENCO; Inclusion Lead; specialist services as needed	2026-27 and ongoing	Classroom monitoring shows consistent practice; pupils are increasingly independent in following routines and accessing learning.
Inclusive trips, clubs and enrichment	Build an explicit accessibility check into planning for trips, clubs, performances, PE and enrichment so that barriers and reasonable adjustments are considered at the earliest stage.	Trip / club leads; SENCO	From Autumn 2026	Disabled pupils participate in wider opportunities; adjustments are documented in planning where required.
Staff knowledge and confidence	Use pupil need and review information to prioritise training in SEND, medical, sensory, physical and communication needs. Record training and evaluate its impact on practice.	SENCO; Headteacher	Annual review	Training records reflect current need; staff report increased confidence and monitoring shows agreed approaches in practice.

5. Action plan: improving the physical environment

Our aim is to maintain safe physical access and identify practical improvements that increase independence, dignity and participation.

Priority / outcome	Actions	Lead	Timescale	Success / evidence
Annual accessibility site audit	Complete a structured site walk covering routes, entrances, doors, lift access, toilets, parking, lighting, level changes, trip hazards and key shared spaces. Record actions and completion dates.	Business Manager; Maintenance; SENCO	At least annually	Audit completed and actions tracked; identified hazards or barriers are addressed promptly.
Emergency evacuation access	Review PEEPs, evacuation-chair locations and staff awareness. Ensure staff working directly with relevant pupils know the arrangements and any required equipment.	Business Manager; Maintenance; SENCO	Termly / when needs change	Current PEEPs are in place; staff know procedures; evacuation equipment is available and checked.
Visual and sensory access	Review contrast markings, lighting and visual cues, including existing etched dots and kerb markings. Seek specialist advice where an individual pupil's needs indicate this is required.	Business Manager; Maintenance; SENCO	2026-28	Site adjustments are maintained or improved; specialist recommendations are actioned where applicable.
Accessibility considered in premises work	Include accessibility as a standing consideration when repairs, refurbishment, furniture changes or new equipment are planned.	Business Manager; Headteacher	Ongoing 2026-29	Premises decisions evidence consideration of access; new works do not introduce avoidable barriers.

6. Action plan: improving access to information

Our aim is for disabled pupils and their families to receive information in a form they can understand and use.

Priority / outcome	Actions	Lead	Timescale	Success / evidence
Accessible formats for pupils	Where a pupil needs information in a different format, adapt presentation, font, layout, symbols, visual supports or other communication methods in line with individual need and specialist advice.	Class teachers; SENCO	As required	Pupils can access key written and visual information within a reasonable time.
Accessible information for families	Make clear that families can request school information in an alternative or more accessible format. Respond to individual communication needs and preferences.	School office; SENCO	From Autumn 2026	Requests are responded to appropriately; families know how to ask for support.
Digital accessibility	Review key SEND and accessibility information on the school website for readability, clear headings, meaningful links and accessible document formats.	SENCO; school website lead	2026-27, then annually	Key information is easy to find and can be read using common accessibility tools.
Communication systems	Review visual timetables, signage and other whole-school communication supports for consistency and clarity, responding to pupil feedback and changing need.	SENCO; Inclusion Lead	Annual review	Pupil voice and monitoring indicate communication supports are clear and useful across the school.

7. Roles and responsibilities

Role	Key accessibility responsibilities
Governing body	Strategic oversight; ensuring the plan is prepared, implemented, reviewed and appropriately resourced.
Mrs Michelle Hooper - Headteacher	Overall responsibility for implementation and ensuring accessibility is considered within school improvement and operational decisions.
Mrs Jessica Chamberlain - SENCO	Co-ordinates curriculum and information-access priorities; gathers pupil/family voice; supports reasonable adjustments and specialist liaison.
Mrs Marjorie Clews - Inclusion Lead	Supports wider inclusive practice and works with the SENCO and staff on agreed accessibility priorities.
Mrs Kerry Barker - Business Manager	Leads on premises, resources and operational planning linked to physical accessibility.
Mr Steven Jackson - Maintenance	Supports site checks, maintenance, physical-access actions and the prompt removal or repair of identified barriers.
All staff	Implement reasonable adjustments, keep routes and learning spaces accessible, follow individual plans and raise barriers or concerns promptly.

8. Consultation, review and publication

The school will seek relevant feedback from pupils, parents and carers, staff, governors and specialist professionals when reviewing accessibility priorities. Individual pupil needs will also inform the plan when they identify a wider barrier that could be removed for others.

Progress against the action plan will be reviewed during the plan period. The plan will be updated sooner than 2029 where changes in pupil need, the school environment or statutory requirements make this necessary.

The Accessibility Plan will be published on the school website. A paper copy will be available from the school office on request, and the school will consider requests for information in alternative formats.

Review record

Plan period: September 2026 to August 2029

Plan owner: Mrs Jessica Chamberlain, SENCO

Inclusion Lead: Mrs Marjorie Clews

Formal review: at least annually, with a full new plan prepared by the end of the plan period