Cornerstone Academy Trust

Westclyst Community Primary School

ACCESSIBILITY PLAN

2026-2029

This plan applies to Westclyst Community Primary School.

1. Aims

Under Schedule 10 of the Equality Act 2010, the school must prepare, implement, publish and keep under review an accessibility plan. This plan sets out how Westclyst Community Primary School will:

- **Curriculum access:** increase the extent to which disabled pupils can participate in the curriculum and wider life of the school.
- **Information access:** improve the availability of information for disabled pupils in accessible formats.
- **Physical access:** improve the physical environment so disabled pupils can benefit from education, facilities and services.

The school is committed to inclusion, equity and high expectations. We identify and remove barriers so that disabled pupils can participate fully, safely and with dignity. We use the social model of disability: barriers may arise from environments, systems, communication and attitudes, rather than from an individual pupil alone.

Accessibility is everyone's responsibility. Staff receive proportionate training in disability equality, inclusive classroom practice, reasonable adjustments, accessible communication and the use of technology.

Concerns about accessibility should be raised promptly with the class teacher, SENDCo or Head of School. The Trust's complaints procedure explains how unresolved concerns may be escalated.

2. Legislation and guidance

This plan has been prepared with regard to Schedule 10 of the Equality Act 2010, the Department for Education's Equality Act 2010: advice for schools, the statutory SEND Code of Practice: 0 to 25 years, and Equality and Human Rights Commission guidance on reasonable adjustments.

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. "Substantial" means more than minor or trivial; "long-term" generally means lasting, or likely to last, at least 12 months.

Disability and special educational needs are related but distinct. A disabled pupil may or may not have special educational needs, and a pupil with special educational needs may or may not meet the Equality Act definition of disability. The school considers its duties under both the Equality Act 2010 and the Children and Families Act 2014.

The reasonable adjustments duty is anticipatory: the school plans ahead for disabled pupils generally and responds to individual needs without waiting for disadvantage to occur. Adjustments may relate to policies and practices, teaching and assessment, communication, auxiliary aids and services, trips, and access to school facilities.

Our approach

- listen to the pupil and their parents or carers and involve them in decisions;
- identify barriers early and record agreed reasonable adjustments;
- use the graduated approach of assess, plan, do and review where SEN support is required;
- work with relevant education, health and care professionals;
- consider accessibility in curriculum planning, procurement, estates work, digital systems, trips and events; and
- review the effectiveness of adjustments using participation, progress, wellbeing and feedback.

3. Action plan

The action plan below covers the three statutory aims and will be reviewed as part of the school's improvement, curriculum, SEND and estates processes.

Priority	Current provision	2027–2029 objectives and actions	Lead	Timescale	Evidence of impact
Curriculum access Increase disabled pupils' participation in the curriculum and wider school life.	Teachers use adaptive teaching and resources matched to need. Progress is tracked and individual outcomes are reviewed. Visual supports, clear signage and assistive technology are available, including 1:1 devices, Microsoft accessibility features: touch screens and digital ink, Immersive Reader, Dictate. Additional software: Clicker 8, Nessy, handwriting recognition and Ink Replay. Curriculum materials include a diverse range of people and positive role models.	Complete an annual accessibility review of curriculum subjects, trips, performances and assessments. Record and review reasonable adjustments with pupils and families. Provide annual staff development on adaptive teaching, inclusive resources, communication support and technology. Ensure accessibility is considered when resources and digital services are purchased.	Head of School Head of Curriculum SENDCo Subject Leads	Annual	Disabled pupils participate in lessons and wider activities. Adjustments are implemented promptly and reviewed. Pupil and parent feedback shows fewer barriers. Progress and attendance information is used to improve provision.
Information access Make information accessible to disabled pupils and parents or carers.	The school communicates through email and digital platforms, offers virtual attendance where appropriate and uses internal signage. Classrooms have sound-field systems. Microsoft accessibility tools can be used through pupils' accounts.	Ask families about communication needs Provide information digitally so that it can be manipulated using digital tools Use clear language, meaningful headings, readable layouts, captions and alternative text in digital content. Carry out an annual sample check of key communications and the school website.	Leadership Team SENDCo Admin and Communications teams	Needs considered at admission and reviewed annually	Pupils and families receive information in a format they can use.
Physical access Improve and maintain access to the	The site has accessible-width doors and corridors, toilets and changing facilities, and disabled parking bays. Adjustments are made in response to	Complete and record an annual access audit covering entrances, routes, doors, lighting, acoustics, signage, toilets and changing facilities, parking, play and PE areas	CEO Business Manager Facilities Team Head of School	Urgent barriers addressed promptly Planned works	Accessible routes and facilities remain safe and usable. Actions are completed

buildings, grounds and facilities.	assessed need.	Consult pupils, families and relevant specialists before significant works. Prioritise and track identified actions through the maintenance programme and personal emergency evacuation planning where required.		tracked termly	to agreed timescales. Individual evacuation arrangements are current and practised where appropriate.

4. Monitoring, consultation and accountability

This plan covers 2026–2029 and will be formally reviewed at least every three years. Progress against the action plan will be monitored termly, and the plan may be updated sooner when needs, guidance, evidence, buildings or services change.

The Head of School will monitor and the Business Manager and Facilities Team will report on physical-access actions. Findings will be reported to the Trust Board or its delegated committee, which will approve the plan and hold leaders to account for implementation.

Monitoring will draw on:

- meetings with pupils and their parents or carers;
- participation in lessons, trips, clubs and school events;
- attendance, progress and wellbeing information, considered sensitively and in context;
- records of reasonable adjustments;
- curriculum, digital-accessibility and physical-access
- complaints, incidents and lessons learned.

5. Links with other policies and records

This accessibility plan should be read alongside the school's and Trust's current policies and records, including:

- Special Educational Needs and Disabilities (SEND) policy and SEND Information Report
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Behaviour, anti-bullying and attendance policies
- Curriculum, assessment and educational visits policies
- Health and safety, risk assessment, fire safety and emergency evacuation arrangements
- Complaints procedure
- Data protection and records-management policies