Westcliff Primary Academy Accessibility Plan

Aims of the Accessibility Plan

This Accessibility Plan is drawn up in accordance with the planning duty in the **Equality Act 2010**. It is a three-year strategy aimed at:

1. **Improving the Physical Environment** for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.
2. **Increasing Access & Participation in the Curriculum** for the purpose of increasing the extent to which disabled pupils can participate in the school's curriculum.
3. **Improving Information for Disabled Students** to improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

The plan is developed from the overarching Trust Accessibility Plan.

Developing, Review and Monitoring

The Headteacher and SENCO are responsible for developing and evaluating the plan. The plan should reflect priorities from the Academy Improvement plan whilst being responsive to the current pupil cohort.

This plan is reviewed annually by the **Governing Body** and the **Senior Leadership Team** to ensure it remains responsive to the needs of the current pupil cohort. Part A: Review of Progress (2022 - 2024)

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Strategy 2024				
	Target	Strategies	Outcome	Evaluation
Physical access "Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school" (Equality Act 2010)	To improve facilities for disabled pupils to play and increase activity by developing play ground provision for eYFS pupils	Agree plans Ensure funding Work with fundraisers / property group to ensure completion Audit impact	Improved facilities for disabled pupils to play and learn Increased opportunities for activity	Designs and quotes have been obtained. In addition, I purchased climbing frames, adapted bikes and scooters.
Access to learning "Increasing the extent to which disabled pupils can participate in the school's curriculum" (Equality Act 2010)	To embed our new sixth form skills/ knowledge schemes of work to ensure outcomes and targets match students developmental level therefore increasing access to learning and preparing students for life beyond school	Actions in SIP with identified lead personnel and time scale for delivery.	The vast majority of pupils demonstrate progress in their learning, which they can apply throughout their lives	Achieved.
Access to information "Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled". (Equality Act 2010)	To support pupils to access information through the continued development of early reading	Actions in SIP with identified lead personnel and time scale for delivery.	Pupils demonstrate progress in early reading against ambitious targets	Achieved. See data for improvements in early reading.

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Strategy 2025				
	Target	Strategies	Outcome	Time
Physical access "Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school" (Equality Act 2010)	To develop the environment through the use of Opal Play in order to ensure it is accessible for pupils with a disability. To develop the Early Year outdoor environment (curiosity approach) for children to access the outdoor environment. MUGA regeneration	Liaise with Opal Play Lead for Opal play to ensure accessibility. Platinum award Curiosity lead to deliver training, lead on the approach Funding to improve MUGA	To have an accessible and a high quality outdoor environment for all children. To have an accessible and a high quality outdoor environment for all EY children. To improve access to football area - MUGA	Jan 2026 - Opal platinum award achieved and active schools award. Playground is adapted to their needs Jan 2026- Outdoors is adapted and new resources bought Jan 2026- Awaiting funding - not in place yet
Access to learning "Increasing the extent to which disabled pupils can participate in the school's curriculum" (Equality Act 2010)	Elklan accreditation to increase the extent to which pupils can participate in the school curriculum by supporting SLCN Increased time spent in the learning environment by introducing planned sensory breaks for identified pupils.	Staff training Reminders on the bulletin QA by SENCO ELKLAN strategies being utilised. Train staff Update self regulations plans. Create timetables Support and monitor impact on learning.	All children are able to access the curriculum despite any disability/learning needs. Reduced pupil anxiety and increased time spent in the learning environment.	Jan 2026- Bulletin reminders regularly shared, ELKLAN strategies being used and awarded the update ELKLAN accreditation. NEW STAFF AND LARGE NUMBER OF STAFF LEAVING- need for updates All staff trained in sensory circuits/sensory needs. Better understanding by all and all classes utilizing sensory circuits/brain breaks to support needs of all pupils.

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Access to information "Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled". (Equality Act 2010)	To ensure pupils have access to visuals and use of widgets to support the Oracy curriculum	Widgit subscription Clicker subscription Staff training and time to plan for Grammarsaurus. Training - staff confident to use Identifying pupil who need support and evaluate the impact.	All children are able to access the curriculum and information provided despite any disability/needs.	Jan 2026- Grammarsaurus visuals are well utilised up to LKS2. More support for UPKS2 All staff to be using Widgit subscription regularly

Accessibility Plan 2026

Focus Area	Target	Strategies & Actions	Desired Outcome	Timeframe/ Evaluation
Physical Environment	MUGA regeneration (still not complete)	Funding in process - in place by 2026	Increased access to the MUGA for pupils with disability All EY chn able to access the equipment on EY playground	Spring 2027
	Equipment suitable for all children (including those with a disability)	Variety of equipment purchased that all children can access.		
	Consistent calm corners in place and utilised appropriately across school. Ensuring all children have access to areas where they can self regulate.	Purchasing of adapted bikes, blocks of different sizes. Calm corners guidance shared, TI audit to support use of these, SENCO to model use, good practice shared across school.	Increased number of pupils able to regulate	Summer 2026

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	Light adjustements	Audit all classrooms ensuring they are not over stimulating for pupils with sensory needs. Harsh lighting replaced by lamps and fairy lights.	Better sensory setting for all of our pupils	
Access to the Curriculum (Teaching and Learning)	All classes to utilise the use of clicker All staff trained in ELKLAN (focus on new staff) All children are able to access a consistent approach to spelling - using morphology due to larger numbers entering KS2 less secure in spelling. Classes to access sensory circuits to support regulation in order to access the curriculum	Clicker training (focussed on new staff) Time in staff meeting to plan out clicker units that would support curriculum NEW staff audited and trained in ELKLAN Grammarsarus spelling scheme purchased All staff trained by Abigayle Palmer on sensory needs/sensory circuits Intervention in place to support regulation	Increased access to the curriculum and pupils being able to record their learning. Whole school is secure in using ELKLAN strategies. More children better regulated and able to access the curriculum	Sept 2026 Jan 2027 Jun2026
Access to Information and written materials.	Ensure the consistent use of symbolic timetables to support transitions for pupils. Purchasing scanning pens/updating ipad technology for children to access assistive technology	Use Widgitsymbol and follow FCAT guidance	Pupils with communication and interaction and SEMH disabilities understand the structure of the day. All pupils able to access the curriculum and written materials, despite any barriers they may face.	Term 3: 2027 Jan 2027