



**Access and Accessibility Plan
Widewell Primary Academy**

March 2026

(due for review March 2028)

Widewell Primary Academy

Accessibility and Inclusion Plan

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Statutory Compliance Statements

- This plan complies with the Equality Act 2010, ensuring reasonable adjustments to prevent substantial disadvantage for disabled pupils.
- It reflects the Children and Families Act 2014, promoting inclusion and participation of pupils with SEND.
- It adheres to the SEND Code of Practice (2015), using the graduated approach: assess, plan, do, review.
- It meets the requirements of the Public Sector Equality Duty (PSED), fostering anti-discriminatory practice and positive relations.

Strand A: Increasing Access to the Curriculum

Timeframe	Target	Strategies	Timescale	Outcome
Short Term	Ensure accessibility planning is embedded within the School Improvement Plan.	Monitoring by SEN Governor; staff review cycles.	Ongoing / Termly	
Medium Term	Ensure full participation in wider curriculum activities.	Staff informed of pupil needs; provisions planned; inclusive policies.	Ongoing / Annual	Inclusion embedded; policies updated.
Long Term	Ensure long-term curriculum access and peer understanding of diverse needs.	Differentiation, intervention, external agencies, books supporting awareness.	As required	KS2 engaged in texts exploring Autism.

Strand B: Improving the Physical Environment

Timeframe	Target	Strategies	Timescale	Outcome
Short Term	To ensure school staff are aware of all areas of the school premises where there are potential barriers to physical access; this will include both indoor and outdoor facilities. To ensure that subject coordinators consider the equipment needs of pupils with SEND.	SENDCo to liaise with outside agencies as appropriate and advise subject coordinators accordingly.	As required	Audit completed and action plan devised as required. The needs of pupils with disabilities will be considered within the budget for specific equipment as necessary.
Medium Term	To continue to raise staff awareness of a range of barriers to learning for pupils with SEND. To provide specialist equipment to meet needs of pupils with disabilities.	Training for staff as required. Advice sought regarding adaptation to work as required. SENCO and HT to liaise with outside agencies as appropriate.	Termly	Specialist equipment available.
Long Term	To continue to review all areas of the school, to ensure that there are no physical barriers to access for pupils with a range of disabilities.	Track progress. Reviews as parts of annual health and safety monitoring.	Ongoing	Full physical access to the curriculum. Regular review of premises (as part of H & S tour)

Strand C: Improving the Delivery of Information

Timeframe	Target	Strategies	Timescale	Outcome
Short Term	Identify pupils needing alternative formats.	Annual review; use of enlarged print, coloured paper, audio etc.	Annual	Alternative formats used regularly.
Medium Term	Ensure whole community awareness.	Newsletter reminders; sensory team consultations.	Annual	Some pupils use overlays/coloured worksheets.
Long Term	Continuous improvement through agency support.	Monitoring and referrals as needed.	Ongoing	