



Waddington and West Bradford CE Primary School

Accessibility Plan 2026-2028

Current Good Practice

Waddington and West Bradford CE Primary School already demonstrates strong, practice-led support for pupils with disabilities which underpins curriculum participation. Teachers routinely employ adaptive teaching strategies, maintain ambitious learning objectives for all pupils, and offer alternative recording methods (scribing, laptops, speech-to-text, voice recordings). Classrooms use visual timetables and Widgit resources; additional resources such as coloured overlays, reading rulers, writing slopes, pencil grips and adapted scissors are readily available. Staff receive annual SEND and accessibility training plus targeted training in autism, ADHD/sensory processing and medical needs; this supports confident, informed classroom practice. Educational visits and extracurricular provision are risk-assessed and adapted so pupils with disabilities can participate, while communication with parents and the accessibility of the school website ensure information is available in appropriate formats. These arrangements already support the school's Schedule 10 duty (improving curriculum participation and accessible information) and the Public Sector Equality Duty by advancing equality of opportunity and reducing barriers to learning and participation.

Objectives and Action Plan

Objective	Actions to be taken	Success Criteria	Person Responsible	Timeframe
1. Ensure curriculum sequencing and lesson delivery enable disabled pupils to build and retrieve knowledge securely (addressing gaps identified	- Review long-term and medium-term plans in subjects where sequencing is new or less clear to identify potential barriers for pupils with SEND. -- Provide targeted CPD for teachers on curriculum	- Curriculum plans show explicit sequencing adjustments and annotated barriers for disabled pupils. - Teachers demonstrate use of subject guidance in planning (monitoring of a sample of	Headteacher / Curriculum Leads / SENCo	Plan review and guidance: Term 1-2; CPD Term 2; implementation and monitoring Terms 2-6; evaluation end of academic year



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by recent curriculum refinement).	adaptation for memory and retrieval (e.g., explicit spaced retrieval techniques, multi-modal approaches, cognitive load reduction). - Introduce standard lesson-planning prompts/checklists requiring explicit reference to: anticipated barriers for disabled pupils, adaptive strategies, and assessment for retrieval. - Use SEND pupil profiles / ISPs to plan pre-teach and overlearning sessions where needed.	plans shows adaptations). - CPD completion rate 100% for classroom teachers and teaching assistants; participant feedback shows increased confidence (target >85% positive). - Assessment outcomes show improved retention in targeted subjects: by end of year, at least 70% of SEND pupils meet expected progress targets in those subjects (baseline established at start).		
2. Strengthen classroom-level adaptive teaching and in-class support to maximise participation in all lessons.	- Update and publish an adaptive teaching toolkit with concrete strategies (multi-sensory input, chunking, scaffolds, alternative questioning, participation checks, roles for peer support). - Deliver focused training for TAs on evidence-based scaffolding and flexible deployment across lessons. - Ensure each class has a	- Adaptive toolkit published and used in lesson plans - 100% of TAs receive targeted training and demonstrate competency in at least three adaptive strategies (post-training assessment). - Assistive devices inventory complete; devices issued without delay. - Observations show increased use of adaptive strategies: at	SENCo / Senior Leader for Teaching & Learning / SEND Governor	Toolkit and device audit Term 1; TA training Term 1-2; coaching ongoing Terms 2-6; profiles updated termly



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	readily available set of assistive devices (tablets with text-to-speech, headphones, writing aids) and a clear protocol for issuing them. - Establish monthly in-class coaching/observation cycles (peer or SLT) to model and give feedback on adaptive practice. - Maintain updated SEND classroom profiles in an easily accessible central place for teachers and TAs.	least 75% of observed lessons demonstrate at least two toolkit strategies. - SEND classroom profiles updated termly and used in planning.		
3. Improve physical access within classrooms and key learning spaces to remove barriers to participation.	- Undertake an accessibility audit of internal learning spaces (classrooms, group rooms, hall) focusing on circulation, furniture flexibility, sight lines and acoustic needs. - Reconfigure furniture to create clear, clutter-free circulation routes and defined workstations suitable for pupils using mobility aids. - Implement targeted acoustic interventions in identified classrooms (e.g., soft	- Audit completed and actions logged with priorities and costed plan. - At least 80% of classrooms show improved layouts with clear circulation and flexible workspaces. - Acoustic measures installed in identified rooms; staff/pupil feedback shows improved listening conditions. - New furniture procurement records demonstrate inclusive	Site Manager / SENCo / Business Manager / Headteacher	Audit Term 1; reconfiguration and procurement Term 2-4; acoustic work Term 2-3



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	furnishings, sound-field systems) to support pupils with hearing/sensory needs. - Ensure all new curriculum furniture purchases consider height adjustability and inclusive design.	specifications for all purchases from next budget cycle.		
4. Ensure education visits and extra-curricular curriculum opportunities are fully accessible and contribute to learning for disabled pupils.	- Update educational visit guidance to require explicit consideration of curriculum access (learning outcomes), reasonable adjustments, and inclusive activities. - Maintain a central log of reasonable adjustments made for visits to build a resource bank of solutions. - Train trip leaders in inclusive practice and emergency protocols for pupils with medical needs or mobility requirements. - Monitor participation rates in extra-curricular activities for disabled pupils and provide targeted funding/support where needed.	- Updated guidance published and used (audit of visit plans shows explicit access planning in 100% of visits). - 100% of trip leaders complete inclusive practice briefings; no successful exclusion from visits due to access issues. - Participation rate of pupils with disabilities in extra-curricular activities increases by at least 10% within 12 months.	Educational Visits Coordinator / SENCo / Clubs Lead	Guidance update Term 1; training Term 1-2; ongoing monitoring



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5. Strengthen curriculum resources and accessible information to support independent learning for disabled pupils.	- Audit key curriculum materials (reading texts, worksheets, homework) for accessibility and produce accessible alternatives (large print, simplified text, audio versions, symbol-supported resources). - Ensure the homework systems include accessible formats and teacher guidance for uploading accessible resources. - Train staff in producing accessible resources (use of templates, alt-text, simple language, format conversions). - Create a small accessible resource library (books in large print, audiobooks, tactile resources) available for classroom use and home loan.	- Audit completed and top-priority resources adapted within Term 2. - Staff training completed (100%); resource production checklist used by staff. - Resource library established with an initial stock of at least 20 accessible items and loan records showing use.	Curriculum Leads / IT Lead / SENCo / Librarian (or designated lead)	Audit Term 1; resource adaptation Term 2-3; training Term 2; library established Term 3
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Notes on legal duties and alignment

- Each objective and action is designed to meet the school's statutory duties under Schedule 10 of the Equality Act 2010 by increasing disabled pupils' access to the curriculum, improving relevant learning environments, and enhancing delivery of accessible information. Actions to monitor, review and resource the plan reflect the Schedule 10 requirements that the accessibility plan be written, implemented, resourced and kept under review.



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- The plan also reflects the Public Sector Equality Duty (PSED, s.149) by embedding due regard to eliminating discrimination, advancing equality of opportunity (through adaptations, monitoring and targeted support) and fostering good relations (through staff CPD, pupil voice and inclusive visits).

Review

- The SENCo will coordinate termly review of progress against this plan and produce a written report for senior leaders and governors. The plan will be revised as necessary at least annually, with the full accessibility plan formally reviewed and republished every three years or sooner if required by change of circumstance or inspection feedback.