West Tytherley CE Primary School



Accessibility plan

2026 -2029

Name of School	West Tytherley Primary School
Date of Policy Issue/Review	September 2026 **Review:** September 2027
Name of Responsible Manager/Headteacher	Lucy Macey
Signature of Responsible Manager/Headteacher	L.Macey

West Tytherley CE Primary School

This plan sets out how we will remove barriers to learning, participation, information and the school environment for disabled pupils. It reflects a small primary school of 55 pupils, with a high proportion of pupils with SEND, including ADHD and autism diagnoses. Individual needs will guide support; a diagnosis does not predict the same needs for every child.

Pupil voice responses from Years 3 and 4 and Years 5 and 6 have been instrumental in setting the targets. They have directly informed priorities for clearer communication, inclusive participation, emotional safety and a more effective pupil voice.

Implementation lead: Headteacher. Coordination: SENCO. Oversight: governing board and nominated SEND or equality governor.

First formal review: July 2027. Subsequent annual reviews: July 2028 and July 2029. Full replacement plan: September 2029. Progress reviewed termly and sooner following a significant change in need, access incident or site arrangements.

Our approach

We will anticipate barriers, listen to pupils and families, make reasonable adjustments promptly and review their effect. Our school values are integral to our approach. Courage supports asking for help and reporting barriers; compassion guides our response to individual needs; creativity helps us find accessible ways to learn and participate.

Pupil voice that has shaped the Priorities

Understanding and communication

The findings of questions relating to understanding and communication inform Target 3 and the communication elements of Targets 1 and 2.

Belonging and participation

Both groups ranked friends the most important source of belonging. The findings inform Target

Listening and emotional safety

Both groups reported hurtful words. The findings inform Target 5.

Influence over school decisions

Both groups ranked lessons first as the place their views are heard. Years 5 and 6 recorded “true” for wanting more say. Years 3 and 4 showed uncertainty about the council. These findings inform Target 6.

Target 1 Meet sensory and regulation needs

Statutory strand: Curriculum and physical environment

Why this target matters

A high proportion of pupils have SEND, including ADHD and autism.

Objective

Enable pupils to access learning, lunch, assemblies and play with sensory support matched to their preferences and needs.

A preliminary sensory audit was completed in February 2026. The following actions are building on this.

Actions

- By December 2026, audit noise, lighting, visual clutter, crowding, smells and transitions in classrooms, playgrounds and the hall and dining space. Identify calm spaces with pupils and families.
- Trial low cost adjustments: reduced clutter, predictable seating, visual transition warnings, planned movement breaks, access to a supervised calm space and individual noise reduction aids where suitable. Never require a child to tolerate distress to earn support.
- Agree quieter arrival or dining options and seating with the hall provider and catering staff. Ensure any quieter option preserves meals, social contact and curriculum access.
- Train teaching, support and lunchtime staff in recognising overload, co-regulation and consistent use of agreed adjustments. Seek occupational therapy or specialist advice where needed.

Responsibility and timetable

Lead: SENCO. Delivery: class teachers and lunchtime staff. Site arrangements: Headteacher and hall provider.

Audit and baseline by December 2026; trials January to March 2027; evaluate by July 2027; embed and review termly through September 2029.

Resources

Staff audit and training time; SEND resources budget for approved aids and calm space materials. Headteacher to cost and approve purchases; larger acoustic or lighting work requires survey, permission and a funded proposal.

Success measures and evidence

- By July 2027, at least 80% of pupils receiving sensory support report or demonstrate improved comfort against their own baseline. Follow up every pupil who does not improve.
- Review participation and episodes of overload termly.

Target 2 Improve access across the road

Statutory strand: Physical environment and access to facilities

Why this target matters

Pupils must cross a road to reach the hall and dining space. This can create barriers associated with attention, impulsivity, anxiety, sensory overload, mobility or communication. Pupil voice about participation supports equal access.

Objective

Provide a safe, predictable and inclusive journey so every pupil can access meals and hall activities with appropriate support.

Actions

- Within two school weeks of adoption, review the route risk assessment at actual crossing times, covering sight lines, speed and traffic, parked vehicles, pavement and kerb access, weather, noise, waiting space, entrances and emergencies. Apply necessary interim controls immediately.
- Specify safe waiting points, headcounts on departure and arrival, named adult roles, group size and staffing based on the assessment. Check cover arrangements before each journey.
- Use a consistent visual sequence and accessible road safety teaching. Identify individual plans and closer adult support where needed, including a clear response to distress or a pupil leaving the group. Practise in a safe setting first.
- Confirm contingency arrangements for unsafe traffic, road works or insufficient staffing, preserving access to meals and learning.
- By March 2027, seek advice from the local authority highways and road safety teams and hall provider about route improvements, crossing support and accessible entrances (to include safe crossing of wheelchairs). Present costed options to governors; obtain permissions before works. Responsibility and timetable

Lead: Headteacher. Support: SENCO, health and safety lead, crossing staff, hall provider and local authority advisers.

Immediate review and controls on adoption; staff briefing within four weeks; individual plans by December 2026 or sooner where required; external advice by March 2027; funded improvement decision by July 2027.

Resources

Staffing and training time; suitable visual resources. Cost any additional supervision and capital work separately. Interim safe access must not wait for capital funding.

Success measures and evidence

- Every crossing follows the approved procedure and required staffing; check through a weekly observation during the first half term, then monthly.
- Every pupil with an identified crossing barrier has an implemented support plan; no pupil routinely misses meals or hall activities because support is unavailable.
- Log and promptly review incidents and near misses. Compare pupil comfort with the December baseline by July 2027.

Target 3 Make information easier to understand

Statutory strand: Delivery of accessible information and curriculum

Why this target matters

The recorded answers show that understanding spoken information is not consistently secure, particularly in Years 5 and 6. Pupils commonly use hands up to ask for help; this may not suit every communication need.

Objective

Ensure pupils receive instructions and information in a usable format, within a reasonable time, and can show understanding or request help.

Actions

- Agree each pupil's communication preferences with the pupil and family. Provide plain language, pictures or symbols, large print, accessible digital text or communication aids according to need.
- Introduce a consistent classroom approach: short steps, visual support, modelling, processing time and a discreet help or break signal. Check understanding by demonstration or supported explanation, not only "Do you understand?".
- Provide visual timetables, preparation for changes and accessible information about crossing, dining, clubs, trips, reporting concerns and emergencies. Update resources when arrangements change.
- Brief all staff, including lunchtime staff and cover staff. Check that essential information is accessible before pupils need to act on it; agree timescales for requested formats with families.

Responsibility and timetable

Lead: SENCO. Delivery: all teaching and support staff. School office supports accessible family information.

Preferences and baseline by December 2026; common practice by February 2027; evaluation July 2027; termly checks thereafter.

Resources

Existing teaching resources and staff training time; approved budget for symbols, printing or assistive technology. Seek specialist communication advice where required.

Success measures and evidence

- All pupils with identified communication barriers have recorded preferences and a usable way to ask for help by February 2027.
- In at least 90% of sampled lessons and routines by July 2027, instructions include the agreed supports and an active check of understanding.
- Repeat the understanding question with clear answer options. Aim for at least 80% of supported pupils to report or demonstrate improvement from their baseline; investigate remaining barriers individually.

Target 4 Strengthen emotional safety and reporting

Statutory strand: Curriculum and delivery of accessible information

Why this target matters

Both groups reported hurtful language and uncertainty about follow up. This is relevant to accessibility because communication, sensory and social differences may create additional barriers to seeking help.

Objective

Ensure pupils can report worries accessibly, receive a predictable response and feel safe to be themselves.

Actions

- Teach and rehearse several ways to report: trusted adult, picture or written message, communication aid or a supported private conversation. Check each pupil can use at least one route.
- Explain what adults will do after a report. Acknowledge concerns promptly; agree and record a suitable check back time with the pupil. Provide an accessible update without disclosing another child's confidential information.
- Review hurtful language and discriminatory incidents through the anti-bullying and safeguarding procedures. Distinguish conflict from bullying while responding to all harm; consider reasonable adjustments and SEND needs of all children involved.
- Use pupil preferred support for emotional regulation and safe expression. Do not make access to support dependent on speaking publicly, accepting an apology or participating in a restorative meeting.

Responsibility and timetable

Lead: Headteacher and designated safeguarding lead. Support: SENCO, class teachers and lunchtime staff.

Accessible reporting routes and staff briefing by December 2026; half termly pupil check ins; impact review July 2027 and termly thereafter.

Resources

Existing safeguarding, PSHE and anti-bullying arrangements; staff time for follow up and accessible materials.

Success measures and evidence

- By March 2027, all pupils can identify or demonstrate an accessible reporting route, using support where needed.
- A half termly sample of concerns shows recorded acknowledgement, action and pupil check back, with urgent concerns escalated immediately through safeguarding procedures.
- By July 2027, confidence in being listened to and safe expression improves against the new baseline. Interpret reporting levels alongside pupil accounts; fewer reports alone do not prove greater safety.

Target 5 Make pupil influence visible

Statutory strand: All three accessibility strands

Why this target matters

Pupils valued being heard in lessons. Older pupils wanted more say and questioned the council's influence; younger pupils showed uncertainty about its role. Pupil voice has been instrumental in setting this plan and should continue to shape its delivery.

Objective

Give all pupils, including those with SEND and communication differences, an accessible way to influence and evaluate improvements.

Actions

- Explain the council's role with examples and visual information. Gather views in lessons and through supported conversations, pictures, questionnaires and individual communication methods; membership of the council must not be the only route.
- Each term, ask pupils about sensory comfort, road crossing, understanding instructions, participation and response to worries. Offer private responses and record dissent as well as agreement.
- Choose one achievable accessibility improvement with pupils each term. Publish a child friendly "You said, we did, next" update, including an explanation when a proposal needs funding or cannot be taken forward.
- Report anonymised themes and progress to governors. Share outcomes with families and invite feedback from pupils who are absent or less able to participate in group discussion.

Responsibility and timetable

Lead: pupil voice or school council lead and SENCO. Accountability: Headteacher and nominated governor.

Baseline and council explanation by December 2026; first feedback update by February 2027; one improvement and progress update each term through September 2029.

Resources

Class discussion and council time; accessible survey materials; a modest costed budget for pupil selected changes, approved by the Headteacher.

Success measures and evidence

- Every class uses at least two accessible ways to contribute each term; pupils with identified communication barriers have a suitable individual route.
- At least one agreed accessibility improvement is implemented or reaches a documented funded milestone each term.
- By July 2027, pupils can identify a change made from their views, with supported recall where needed. Governors receive evidence of who was heard and how their feedback changed action.

Legal framework and implementation

Statutory duties

The Equality Act 2010, section 88 and Schedule 10, requires a written accessibility plan covering curriculum participation, improvements to the physical environment and delivery of information within a reasonable time, taking account of disability and pupil or parent preferences. The responsible body must implement, review and revise the plan and have regard to allocating adequate resources.

Disability is defined by section 6 and Schedule 1: a physical or mental impairment with a substantial and long term adverse effect on normal day to day activities. Substantial means more than minor or trivial; long term generally means at least 12 months or likely to last that long. SEND and disability overlap but are not interchangeable. Support and assessment of barriers must not wait for a formal diagnosis or an EHCP.

Sections 20 and 85 and Schedule 13 cover reasonable adjustments for disabled pupils, including practices and auxiliary aids and services. Schools' physical feature alterations fall under accessibility planning, rather than the physical feature limb of the reasonable adjustment duty. This plan also supports the public sector equality duty in section 149. The SEND Code of Practice guides participation and the assess, plan, do, review approach.

References checked on 5 October 2026

Equality Act 2010 including Schedules 10 and 13
https://www.legislation.gov.uk/ukpga/2010/15/contents

DfE Equality Act 2010 advice for schools
https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools

SEND Code of Practice 0 to 25 years
https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

DfE Health and safety on educational visits
https://www.gov.uk/government/publications/health-and-safety-on-educational-visits