Wybunbury Delves CE Primary School

Accessibility Plan

2026-27

Let your light shine.

Statement of Intent

It is very important to us that the children are happy and experience the best education possible, so that all pupils can 'let their light shine.'

This plan outlines the proposals of the governing body of Wybunbury Delves CE Primary School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
3. Improving information delivery to pupils with disabilities.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities
- Ensure that employees with disabilities are supported with special provision to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with the:

- Parents of pupils
- Employees
- Governors
- External partners

Planning Duty 1: Increasing the extent to which pupils with disabilities can participate in the school curriculum					
Need	**Action**	**Lead person**	**Time Scale Start and End dates**	**Training/CPD needs**	**Resources/Costs/Time**
To enhance the school curriculum to meet the needs of all pupils and ensure high quality teaching approaches are adopted as referred to in the SEND Code of Practice.	Ensure reference to children with a range of SEND through displays, visuals, texts, video clips, etc to enhance understanding for all and a feeling of equality and inclusion.	HT	2026-27		Resources/Schemes
To give pupils with sensory needs access to a sensory diet and personalised opportunities to meet need in order to access the curriculum fully (use of safe space, sensory aids, bespoke interventions).	Specific provision for pupils with SEND within the classroom and other areas in school: safe / quiet spaces, calming resources, sensory aids, bespoke interventions and visual supports. Continue to develop the quiet area in order to meet a variety of SEND. Explore options for developing safe / quiet spaces outdoors. Develop a low stimulus, calming learning environment (neutral backgrounds, therapeutic classroom approach etc). Ensure pupils who need sensory breaks or resources have these in place and they are part of high quality teaching approaches.	SENDCO	2026-27 2026-27 2026-27	Staff training in sensory circuits	Sensory aids Calming resources Cushions, weights Timers Areas / sensory sheds Slopes Pens, pencils, grips Laptops / iPads Furniture (lamps, rugs, cushions) Different coloured paper Neutral backgrounds Low stimulus in classroom environment Visual supports / aids Equipment for outdoor areas
To ensure that pupils with Social, Emotional and Mental Health needs are able to access the curriculum (within the classroom environment) and have opportunities to regulate their emotions.	Actively listen to pupil and parent voice and input; be willing to adapt / be flexible where appropriate. Provide a broad curriculum matched to pupil interests and differentiated to suit needs. Offer a range of resources (laptops, visual aids, now & next, tablets, etc) and explore classroom organisation / arrangements to enhance accessibility to curriculum and the classroom environment. Ensuring effective use of sensory strategies listed above and allowing pupils options to have time out, sensory breaks, access to safe space, calming resources, etc.	SENDCO	2026-27	Staff training – CPI Training	All the above, plus: Laptops / tablets Individualised resources – now /next, time out cards, sensory choices / breaks RAMPs
Success criteria:	**Focus on outcomes. Specific, measurable impact on pupils.** All pupils will be able to access all areas of the curriculum.			**Review:**	

Planning Duty 2: Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services.					
Need	Action	Lead person accountable for the action	Time Scale Start and End dates	Training/CPD needs	Resources/Costs/Time
Accessibility to the field, top playground and forest school areas.	Construct a slope from the road to the field. Access path/stepping steps to improve accessibility to the forest school area. Review what steps can be taken to reduce the gradient of the playground slope in order to make it safer and more accessible (tiered steps? Handrail?)	Headteacher	2027-28		Quotes to be sourced
Success criteria:	**Focus on outcomes. Specific, measurable impact on pupils.** The school environment will be inclusive for all pupils.			**Review:** Pupil consultation feedback.	

Planning Duty 3: Improving information delivery to pupils with disabilities					
Need	**Action**	**Lead person**	**Time Scale Start and End dates**	**Training/CPD needs**	**Resources/Costs/Time**
Develop staff knowledge and understanding of the range of needs and disabilities and how to support these effectively.	• Attend all relevant CPD and training. • Embed communication practices, particularly pupil and parent voice. Develop collaborative working practices. • SENDCo to attend all relevant CPD and cluster groups to disseminate to staff. • Continue to embed close working partnerships with external agencies and providers (SEND Consultants, SALT, LA advisors, Ed Psych, Therapists, etc) and use these to provide bespoke CPD as and when necessary.	SENDCo		• CPI training • SENDCO development • Speech and language training • Sensory processing • Early language and communication • SENDCO Cluster / LA training	Training costs and time.
Become an inclusive school in all aspects of learning and life.	• Adopt CPI and trauma informed practice and approaches – encourage whole school ethos. • SENDCo to attend all relevant CPD and cluster groups to disseminate to staff. • Maintain profile of SEND in staff meetings and SDP. • Half termly staff meetings to focus on SEND CPD. • All staff to share good practice and feedback on relevant training. Ensure this is used to inform teaching and delivery for pupils with SEND. • Invite visitors and speakers into school.	Whole School	Ongoing	• Half termly staff meeting time. • SENDCO Cluster / LA training	Training costs and time. SLT monitoring
Success criteria:	**Focus on outcomes. Specific, measurable impact on pupils.** Needs of pupils with SEND will be met in a timely and efficient manner. Pupils will be their own meeting personal outcomes within SEND profiles or other relevant documentation. All pupils will feel fully included in all aspects of school life and know that they their voices are listened to.			**Review:** Parent/Pupil consultation feedback.	