

Increasing Accessibility at West Hill Primary School: January 2026 – January 2029

A: Increasing the extent to which disabled pupils can participate in the school curriculum.

Target	Strategies	Timescale	Responsibilities	Success criteria
To liaise with pre-schools providers to prepare for the new intake of children in Reception	To speak with pre-schools and identify pupils who may need adapted/additional provision. To arrange visits where necessary.	April-July annually	EYFS lead/class teachers SENDCo	Relevant provision is in place for when children start school
To liaise with other educational establishments to prepare for any new children who transfer within the school year.	To identify pupils who may need adapted/additional provision.	Ongoing as necessary.	SENDCo and SLT.	Relevant provision is in place for when children start school.
To embed OAIP principles across school to benefit all children, including those with disabilities.	To provide staff with training to implement OAIP in their classrooms and around school.	Ongoing.	SENDCo and SLT	All children are able to attend, engage and thrive at West Hill.
To ensure policies reflect inclusive practice.	To check policies are up to date and comply with the Equality Act 2010.	Ongoing	SENDCo and SLT	All policies reflect inclusive practice.
To ensure staff training is up to date and relevant to inclusivity and accessibility.	To continue a programme of training on a variety of learning difficulties and disseminate good practice where relevant.	Ongoing	SENDCo and SLT.	All staff have an understanding of disabilities and their application to schools.
To work alongside outside agencies (Educational Psychologist, School nurse, etc) on strategies to improve access to the curriculum for children with SEND.	To ensure collaboration between key personnel.	Ongoing	SENDCo, SLT, all teaching staff and outside professionals.	Professionals collaborate through regular meetings and action planning.
To establish and maintain close liaison with parents/carers.	To ensure collaboration between schools and families.	Ongoing	SENDCo, SLT and all teaching staff.	School and families collaborate through regular meetings and where relevant, risk assessments and action

				<i>planning.</i>
<i>To ensure pupils with disabilities, medical conditions or other access needs are included as fully as possible in the wider curriculum (trips, residential visits, extra-curricular provision)</i>	<i>To create person risk assessments and access plans.</i> <i>To liaise with external agencies/providers.</i> <i>To implement training where necessary.</i> <i>To ensure that actions, such as emergency evacuation procedures, as clear and staff know how to carry these out.</i>	<i>Ongoing</i>	<i>SLT, SENDCo, all teaching staff, extra-curricular service providers and educational visit settings.</i>	<i>Evidence that appropriate considerations and reasonable adjustments have been made.</i>

B: Improving the physical environment of schools

Target	Strategies	Timescale	Responsibilities	Success criteria
<i>To continue to ensure the physical environment of the school can be accessed by children with medical needs, disabilities or height/size limitations.</i>	<i>To ensure the security and health and safety procedures within the school and grounds are outstanding</i>	<i>Ongoing</i>	<i>SLT, site manager, governors</i>	<i>All pupils are able to access the school site appropriately.</i>
<i>To continue to increase use of school grounds for curriculum and play, including the creation of 'quiet areas'</i>	<i>To consider where quieter spaces can be created in the school building.</i> <i>To consider the use of TA support/supervision at playtime/lunchtime</i> <i>To consider the use of zoning of play where relevant.</i> <i>To consider OAIP principles when making changes to the school environment.</i>	<i>Ongoing</i>	<i>SLT, SENDCO, site manager</i>	<i>All pupils are able to access spaces for a range of needs.</i>
<i>Ensure that reasonable adjustments are made for pupils with disabilities, medical conditions or access needs.</i>	<i>Where relevant:</i> <i>-Create personalised access plans and risk assessments</i> <i>-Liaise with external agencies and implement</i>	<i>Ongoing/where relevant</i>	<i>SLT and SENDCo</i>	<i>Inclusion for all pupils and safety in emergencies.</i>

	training -Ensure emergency evacuation procedures are clear and staff are familiar with these.			
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C: Improve the delivery of information to disabled pupils, staff, parents/carers and other members of the school community

Target	Strategies	Timescale	Responsibilities	Success criteria
To ensure written information is accessible for pupils, parents and visitors.	To offer information in alternative formats (use of Widgit for visuals in classrooms). To consider access arrangements for statutory testing.	Ongoing	SENDCo, SLT, teachers, admin team.	Evidence that appropriate steps have been taken.
To ensure that reasonable adjustments are made for parents/carers with a disability, medical condition or access need so they can fully support their child's education.	To adopt a proactive approach to identifying access requirements. To make reasonable adjustments where possible.	Ongoing	SLT/whole school team.	Evidence that appropriate steps have been taken.