

William Alvey Primary School



Accessibility Plan 2026-2027

How this plan relates to our school vision

At the William Alvey, we believe that every child is unique and deserves the opportunity to thrive within an environment where they can achieve their full potential. We understand that many children with Special Educational Needs/Disabilities (SEND) face specific challenges and we are committed to meeting those needs with care and expertise so that all can experience 'life in all its fullness' (John 10:10).

We strive to remove barriers to learning and participation through thoughtful planning, tailored support, and ongoing collaboration with families and professionals. Under the Equality Act 2010, all schools are legally required to have an accessibility plan that outlines how they will improve access for pupils with disabilities. This includes access to the curriculum, the physical environment, and information provided in written or digital formats.

The plan must demonstrate how the school will make reasonable adjustments to prevent discrimination and promote equality of opportunity. In addition, the SEND Code of Practice (2015) reinforces this duty by requiring schools to anticipate and respond to the needs of pupils with SEND, ensuring inclusive practice is embedded across all aspects of school life. The accessibility plan is reviewed regularly, published on the school's website, and made available in alternative formats upon request.

Aim	Current Good Practice	Person(s) Responsible	Monitoring	Date to completed by	Success Criteria
Increase access to the curriculum for pupils with SEND	A broad and balanced curriculum is part of our universal offer to all pupils. Teachers adapt their lessons, offering scaffolding and an appropriate level of challenge to all pupils according to their differing needs. A broad range of additional interventions are used across the school to meet differing needs. These may be delivered by teaching assistants, class teachers or SENDCOs. Examples include: Wordblaze, IDL, Language for Thinking, Language Link and Sensory Circuits. Resources are tailored to the needs of those who require additional support to access the curriculum. Examples might include coloured overlays, writing wedges and physical copies of a text. Class teachers and SENDCO track all pupil's progress, including those with SEND. Class teachers and SENDCO meet to set, and review, SEND targets at least three times a year. SENDCO meets with parents of children who have more severe, and complex SEND prior to their admission to school. This allows us to better understand a child's needs and can take any measures needed to improve accessibility.	Class teachers SENDCO	SENDCO	Continuously as new pupils join and needs of children change	All children can access learning in school
Maintain and improve access to the physical environment.	Our school environment is adapted to the needs of pupils as required. This includes: a lift in the Y2/Y3/Y5 block; a ramp between the main block and middle block, disabled toilets and a paediatric change station for older pupils needing nappy changes, wide corridor and door width, disabled parking bays	Site Manager	SLT	Continuously as new pupils join and needs of children change.	The school adheres to health and safety regulations and our site can be accessed by all

Improve the delivery of information to pupils with a disability	Children who need different ways to communicate are identified through the graduated approach. For pupils transferring from other settings, transition meetings with teachers and/or SENDCO are used to gain this information. Our school uses a range of communication methods to ensure information is accessible. This includes Makaton, large print resources, overlays, pictorial or symbolic representations. We work closely with SEST (Sensory Education and Support Team) to ensure children with hearing and visual impairments have their needs met. Assistive Technology such as text-to speech and speech-to-text support pupils with visual impairments or dyslexia. Communication needs are shared with all staff	Class teachers	SENDCO	Continuously as new pupils join and the needs of children change	All children can access information delivered to them.
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10 Review

This plan is reviewed by the Headteacher and SENDCO at the beginning of every autumn term. It is then shared with governors at the first meeting in the autumn term.

Signed: S Farrington – Headteacher – 7th September 2026
On behalf of the William Alvey School Governing Body