



Alderbury & West Grimstead CE Primary School

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Alderbury & West Grimstead CE Primary School

Accessibility Plan 2026-2029

Approved: March 2026

Due for Review: March 2029

Headteacher: Emily Woolf (head@alderbury.wilts.sch.uk)

Chair of Governors: John Fuller (JFuller.Governor@alderbury.wilts.sch.uk)

SENCo: Caroline Wilkinson (SENCo@alderbury.wilts.sch.uk)

1. Introduction

Alderbury & West Grimstead CE Primary School (AWGS) is an inclusive Church of England school where every child is valued equally. We are committed to ensuring that all pupils, including those with disabilities and special educational needs, can fully access and participate in all aspects of school life.

We recognise that inclusion is not solely about physical access but also about removing barriers to learning, communication, participation and belonging.

This Accessibility Plan sets out how the school will continue to improve access over a three-year period.

2. Legal Framework

This plan is written in accordance with the requirements of:

· Equality Act 2010 · Children and Families Act 2014 · Special Educational Needs and Disability Code of Practice

Under the Equality Act 2010, schools must:

· Eliminate discrimination, harassment and victimisation · Advance equality of opportunity · Foster good relations · Make reasonable adjustments for disabled pupils · Publish and implement an Accessibility Plan

The SEND Code of Practice requires schools to use a graduated approach (Assess–Plan–Do–Review) to meet needs effectively.

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3. Definition of Disability

Under the Equality Act 2010:

A person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This includes long-term medical conditions, sensory impairments, neurodiversity and mental health conditions where they meet the legal threshold.

4. Aims of the Plan

This Accessibility Plan aims to:

· Increase the extent to which disabled pupils can participate in the curriculum · Improve the physical environment of the school · Improve the availability and accessibility of information · Promote positive attitudes towards disability · Ensure compliance with statutory duties

5. Accessibility Priorities 2026–2029

The plan is structured around the three statutory areas.

A. Increasing Access to the Curriculum

Current Strengths

· Early identification of SEND through liaison with early years settings · Graduated response model (Assess–Plan–Do–Review) · Individual support plans and provision mapping · Trained Learning Support Assistants · Access to external professionals (SALT, OT, EP, CAMHS, sensory services) · Adapted teaching strategies and scaffolding · Access arrangements for assessments · Structured transition support

Development Priorities (2026–2029)

Strengthen adaptive teaching – Whole-staff training on adaptive teaching and universal design for learning
Responsibility: Headteacher / SENDCo *Timescale:* Annual

Improve support for neurodivergent pupils – Review classroom sensory environments and regulation strategies
Responsibility: SENDCo *Timescale:* 2026

Improve staff confidence – Annual SEND update training
Responsibility: SENDCo *Timescale:* Ongoing

Promote inclusive curriculum – Ensure curriculum materials reflect diversity and disability positively
Responsibility: SLT *Timescale:* Annual review

Strengthen pupil voice – Termly pupil voice meetings including SEND pupils
Responsibility: SENDCo
Timescale: Ongoing

B. Improving the Physical Environment

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Current Provision

· Ramp access via external doors · Accessible toilet · Customised furniture and specialist equipment where required · Adjustable seating and workstations · Environmental adjustments (lighting, noise, layout) · Risk assessments for trips and residential visits

Development Priorities (2026–2029)

Improve site navigation – Review signage clarity and visibility *Responsibility: Site Manager Timescale: 2026*

Enhance sensory spaces – Develop quieter/sensory regulation areas *Responsibility: SLT Timescale: 2027*

Audit accessibility annually – Site accessibility audit *Responsibility: Governors / Headteacher Timescale: Annual*

Improve playground accessibility – Review surface access and equipment inclusivity *Responsibility: SLT Timescale: 2028*

The school recognises its duty to make reasonable adjustments on an individual basis as needs arise.

C. Improving Access to Information

Current Practice

· Differentiated written materials · Use of visuals and symbol-supported text · Assistive technology (laptops, tablets) · Readers/scribes where appropriate · Use of interactive screens · Home–school communication adjustments

Development Priorities (2026–2029)

Improve digital accessibility – Review website accessibility compliance (WCAG standards) *Responsibility: Admin Team Timescale: 2026*

Improve parent communication – Provide key documents in accessible formats on request *Responsibility: Office Timescale: Ongoing*

Increase assistive technology use – Staff training on accessibility tools *Responsibility: SENDCo Timescale: 2026*

Improve information clarity – Plain English review of key policies *Responsibility: SLT Timescale: 2027*

Information will be provided in alternative formats where required and possible (large print, simplified text, verbal explanation).

6. Reasonable Adjustments

The school recognises its anticipatory duty under the Equality Act 2010 to plan for accessibility in advance, rather than responding reactively.

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Reasonable adjustments may include:

- Timetable modifications · Environmental adaptations · Additional adult support · Specialist equipment · Adapted teaching approaches

Adjustments are made in partnership with parents/carers and, where appropriate, the pupil.

7. Monitoring and Review

- The Governing Body will review this plan every three years. · Progress against objectives will be reviewed annually. · Accessibility will form part of safeguarding and SEND monitoring. · Pupil and parent voice will inform updates.

8. Responsibilities

Headteacher (Emily Woolf)

- Overall responsibility for implementation and resourcing

SENCo

- Monitoring impact on pupils with SEND · Coordinating provision · Advising staff

Governing Body

- Approving and reviewing the plan · Ensuring statutory compliance

All Staff

- Removing barriers to learning · Promoting inclusive practice · Implementing reasonable adjustments

9. Related Policies

- SEND Policy and SEND Information Report · Equality Objectives · Behaviour Policy · Safeguarding & Child Protection Policy · Teaching, Learning and Assessment Policy

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