

Accessibility Plan

Wainwright Primary Academy

September 2025

Reviewed by: Carly Ripley – September 2025

AIM	TARGET	STRATEGIES (short, medium and long term)	OUTCOMES	TIME FRAMES	GOALS
<p>Increasing the extent to which pupils with disabilities can participate fully in the school curriculum</p>	<p>Staff are trained and equipped with the specialist knowledge required to meet the needs of all pupils</p>	<p>Academy engages in training from internal and external agencies.</p> <p>A range of specialist knowledge is sought, and research driven</p> <p>Academy engages in ongoing staff training delivered by both internal specialists and external agencies.</p> <p>Actively seek a wide range of specialist expertise, ensuring approaches are research-informed.</p> <p>Embed evidence-based practice across teaching and support staff</p>	<p>Improved access to the curriculum for all.</p> <p>Increased staff confidence and competence in adapting teaching to meet diverse needs.</p>	<p>Short to medium timeframe</p>	<p>Enhanced delivery of information and learning experiences for pupils with disabilities.</p> <p>Continuous development of an inclusive learning environment.</p>
<p>Improving the delivery of information to pupils with disabilities</p>	<p>All learning and communication is accessible to every child, regardless of their additional needs.</p>	<p>Provide high quality CPD for staff including the SEND code of conduct, SEND Pathway to Provision, SEND strategies for adaptation of the curriculum.</p> <p>Use of Widgit symbols and Makaton signing throughout the school to ensure all learning is accessible to all children.</p> <p>Embed the consistent use of signs and symbols to support understanding during curriculum based lessons.</p> <p>Review individual pupil needs termly and adjust information delivery methods (visuals, symbols, simplified text, assistive technology, alternative communication methods).</p> <p>Work closely with families and external professionals to ensure accessibility approaches remain personalised and effective.</p>	<p>Children make progress from their individual starting points.</p> <p>Pupils with disabilities can access all areas of learning appropriately and confidently.</p> <p>Increased consistency and quality of communication strategies across the school.</p>	<p>Short term and consistently implemented</p> <p>Reviewed termly alongside each child's needs.</p>	<p>Improved delivery of information to children with disabilities.</p> <p>A fully accessible curriculum where all pupils understand, engage, and participate.</p> <p>Improved outcomes for all</p>

Improving the physical environment of the school to increase access to education by pupils with disabilities	PEEPS ensure that children can safely evacuate the building.	Evaluate the needs of all children with disabilities and ensure that they have a PEEP in place and this is practised at least termly.	Evacuation plan meets the needs of all children.	Reviewed according to need at least annually	A safe Site for all.
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