Wookey Primary School



Accessibility Plan 2026-2029

Approved by Governors	November 2026
Review Date	November 2029
Responsible Officer	Headteacher and SENDCo

Introduction

This Accessibility Plan has been prepared in accordance with Schedule 10 of the Equality Act 2010 and the SEND Code of Practice: 0-25 years. It reflects the school's commitment to providing an inclusive environment in which all pupils can participate fully in education and achieve their potential, regardless of disability, special educational needs, medical needs or additional barriers to learning.

Wookey Primary School recognises that accessibility extends beyond the physical environment and includes access to learning, communication, participation, belonging, independence and the wider life of the school. Through relational practice, adaptive teaching, graduated support and inclusive provision, the school aims to remove barriers and promote equality of opportunity for all pupils.

Aims

The school will continue to:

1. Increase the extent to which disabled pupils can participate in the curriculum.
2. Improve the physical environment to enable disabled pupils to take better advantage of education, benefits, facilities and services.
3. Improve the availability of accessible information for disabled pupils and their families.

These duties are complementary to the school's responsibilities under the Equality Act 2010, SEND Code of Practice and supporting medical needs guidance.

Current Position

Wookey Primary School provides:

Physical Environment

The school:

- Provides step-free access to key learning areas where required.
- Two disabled spaces available in the carpark.
- Maintains accessible toilet facilities.
- Undertakes risk assessments and reasonable adjustments for individual pupils where necessary.
- Provides specialist equipment, furniture and environmental adaptations where required.
- Maintains dedicated support spaces, including the Zen Den and The Beehive provision.
- Considers accessibility when planning educational visits, outdoor learning and wider school activities.

Access to Learning

The school provides access to an ambitious curriculum through high-quality adaptive teaching and a graduated approach to support. Teaching is underpinned by evidence-informed pedagogical principles, including explicit instruction, scaffolding, cognitive and metacognitive strategies, flexible grouping and the effective use of technology. Staff adapt learning, resources and environments to enable pupils to access the same curriculum end points wherever possible.

The school further supports accessibility through:

- adaptive teaching and reasonable adjustments;
- Somerset Graduated Response processes;

- Relational Support Plans and Responsive Co-Regulation Plans;
- Zones of Regulation and sensory support strategies;
- ELSA support;
- Forest School provision;
- The Beehive provision;
- targeted intervention programmes;
- specialist advice from external agencies;
- enhanced transition arrangements.

Classroom environments are designed to support accessibility through clear routines, visual supports, reduced cognitive load, age-appropriate timetables, accessible learning resources and adaptable teaching approaches that promote engagement, independence and participation.

Access to Information

The school:

- Uses visual supports and adapted resources where appropriate.
- Provides information in alternative formats when required.
- Uses assistive technology and specialist resources to support access.
- Works with families to ensure information is accessible and understood.
- Arranges translation and interpretation services where required.

Objective 1: Increase Access to the Curriculum

Action	Success Criteria	Lead	Timescale
Continue to embed evidence-informed teaching approaches including adaptive teaching, explicit instruction, scaffolding, retrieval practice, metacognitive strategies and effective assessment.	Pupils with SEND access the same ambitious curriculum with appropriate adaptations and make progress from their starting points.	SLT	Ongoing
Ensure classroom environments remain accessible through visual supports, clear routines, appropriate resources and the reduction of unnecessary cognitive load.	Learning walks demonstrate consistent implementation across the school.	SLT	Ongoing
Continue to implement the Somerset Graduated Response across all classes.	Provision is matched to need and reviewed regularly through Assess-Plan-Do-Review cycles.	SENDCo/Class Teachers	Termly
Further embed relational practice, PACE approaches and restorative conversations.	Improved engagement, attendance and participation for vulnerable learners.	SLT	Ongoing
Maintain effective use of Relational Support	Pupils requiring additional support can	SENDCo	Termly

Plans and Responsive Co-Regulation Plans where appropriate.	access learning successfully.		
Continue to strengthen and develop The Beehive provision to meet the changing needs of pupils requiring enhanced support.	Individual case studies demonstrate positive impact on learning, attendance, participation, wellbeing and successful access to education.	SENDCo	Termly
Ensure targeted interventions are selected, delivered and reviewed according to identified need using an Assess-Plan-Do-Review approach.	Intervention reviews demonstrate that support is appropriately matched to need and contributes to improved pupil outcomes and reduced barriers to learning.	SENDCo	Termly/Half termly depending on intervention
Ensure educational visits, clubs, enrichment opportunities and residential experiences remain accessible for pupils with SEND.	Participation rates remain high and barriers are addressed proactively.	SLT/Class Teachers	Ongoing
Continue to utilise specialist advice from external services and implement recommendations effectively.	Specialist recommendations are reflected within classroom practice and IEPs.	SENDCo	Ongoing
Promote increasing independence through adaptive teaching, assistive technology, environmental adjustments and graduated support.	Pupils demonstrate increasing independence and confidence within school life.	SENDCo/Class Teachers	Ongoing

Objective 2: Improve Access to the Physical Environment

Action	Success Criteria	Lead	Timescale
Maintain an accessible physical environment through routine monitoring, maintenance and review of the school site.	Potential barriers are identified and addressed promptly through annual accessibility reviews.	Headteacher, Care-taker	Ongoing
Ensure accessibility considerations are incorporated into any future classroom relocations, room	Accessibility is routinely considered as part of estate	Headteacher/Governors	Ongoing

repurposing, refurbishment projects or site developments.	planning and decision-making.		
Maintain accessible toilet and hygiene facilities and ensure they meet the needs of current pupils.	Pupils requiring support can access facilities safely, comfortably and with dignity.	Care-taker, Headteacher	Ongoing
Provide specialist furniture, equipment and environmental adaptations where identified through professional advice or pupil need.	Physical barriers to learning and participation are reduced effectively.	Headteacher, SENDCo	Ongoing
Maintain the Zen Den as a dedicated regulation space.	Pupils requiring regulation support have access to a safe and calming environment which supports self-regulation and readiness to learn.	Headteacher, SENDCo	Ongoing
Maintain The Beehive provision environment to ensure it remains safe, accessible and appropriate for identified pupils.	The learning environment supports engagement, regulation, communication and independence.	Headteacher, SENDCo	Ongoing
Ensure outdoor learning, Forest School, PE, OPAL play opportunities and educational visits remain accessible wherever reasonably possible.	Pupils with SEND participate fully in the wider life of the school.	SLT, OPAL Lead	Ongoing
Ensure appropriate risk assessments and reasonable adjustments are in place for individual pupils where required.	Pupils can safely access all aspects of school life.	SENDCo	Ongoing
Continue to develop environments that promote independence, communication, wellbeing and belonging.	Pupils report feeling safe, included, able to access support when needed and having a sense of belonging within the school community.	SLT	Ongoing

Objective 3: Improve Access to Information

Action	Success Criteria	Lead	Timescale
Continue to provide information in a range of formats according to individual need.	Pupils and families can access key information independently or with appropriate support.	School Office, Headteacher	Ongoing
Ensure teaching resources are adapted appropriately through the use of visuals, scaffolds, assistive technology and alternative presentation methods.	Pupils can access learning materials alongside their peers.	Teachers, SLT	Ongoing
Maintain consistent use of visual timetables, communication supports and adapted classroom resources where appropriate.	Increased pupil understanding, participation and independence.	Teachers, SLT	Ongoing
Ensure accessibility needs are considered when communicating with parents and carers.	Families report that school communications are accessible and understandable. Gathered through annual questionnaires.	School Office, Class Teachers, SLT	Ongoing
Continue to provide translation and interpretation services when required.	Parents and carers can participate fully in meetings, reviews and decision-making processes.	Headteacher	As required
Explore and implement assistive technology where this enhances access to learning, communication or independence.	Pupils benefit from appropriate technology-based support where required.	SENDCo, Class Teachers	Ongoing
Ensure healthcare information, SEND documentation and support plans are accessible to relevant staff.	Staff implement agreed strategies consistently across the school day.	SENDCo	Ongoing

Review accessibility of school policies, reports and website content as part of the publication cycle.	Statutory information remains accessible and compliant with current requirements.	Headteacher/Governors	Annually
Seek feedback from pupils, parents and professionals regarding accessibility of information and communication.	Improvements are identified and acted upon where necessary. Gathered through annual questionnaires.	SENDCo	Annually.

This Accessibility Plan will be published on the school website and made available in alternative formats upon request.

Monitoring and Evaluation

Progress against this plan will be considered alongside relevant priorities within the School Development Plan.

Progress against this plan will be monitored through:

- SEND reviews and Assess-Plan-Do-Review cycles.
- Pupil progress meetings.
- Attendance and behaviour monitoring.
- CPOMS analysis.
- Pupil voice activities.
- Parent/carer feedback.
- Governor monitoring visits.
- Review of participation in clubs, trips and enrichment activities.
- Accessibility and premises audits.
- Annual review of SEND and inclusion provision.

Review Arrangements

This Accessibility Plan will be monitored annually by school leaders and governors to evaluate progress against the identified objectives.

The plan will be fully reviewed and renewed every three years, or sooner where significant changes to pupil needs, school provision or the physical environment make this necessary.

Plan period: September 2026-August 2029

Responsible Governor: Link Governor for SEND/Inclusion

Responsible Officer: Headteacher and SENDCo