Accessibility Plan

Wellington Primary School

Approved by:	Governing Body	**Date:**	October 2026
Last reviewed on:	October 2023		
Next review due by:	October 2029		

WELLINGTON PRIMARY SCHOOL

Accessibility Plan
2026-2029

Statutory plan under the Equality Act 2010

Updated October 2026

Document control	Details
Policy status	Statutory
Plan period	2026-2029
SLT lead	Deputy Headteacher / SENDCo
Responsible body	Governing Body
Date approved	October 26
Review cycle	Progress reviewed at least annually; full plan refreshed at least every three years
Next full review	Autumn 2029, or earlier where legislation, guidance, need or the school estate changes materially

1. Purpose and commitment

Wellington Primary School is committed to providing an inclusive environment in which disabled pupils can participate fully in school life, make progress and access the same opportunities as their peers. The school will anticipate and remove barriers wherever reasonably possible, make reasonable adjustments, and plan strategically for improved accessibility over time.

This plan covers the three areas required by Schedule 10 of the Equality Act 2010:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education, benefits, facilities and services; and
- improving the delivery of information to disabled pupils, including information that is readily accessible to pupils who are not disabled.

The plan should be read alongside the school's SEND Information Report and SEND Policy, Equality information and objectives, Safeguarding and Child Protection Policy, Supporting Pupils with Medical Conditions arrangements, Allergy Safety Policy, Behaviour Policy, Health and Safety arrangements and fire/emergency procedures.

2. Legal and statutory framework

The school has reviewed this plan against legislation and statutory guidance in force in England at October 2026. Key requirements and guidance include:

Source	How it informs this plan
Equality Act 2010	The school must not discriminate against disabled pupils and has duties to make reasonable adjustments. Schedule 10 requires an accessibility plan covering curriculum, physical environment and information. The Public Sector Equality Duty also requires due regard to eliminating

Source	How it informs this plan
	discrimination, advancing equality of opportunity and fostering good relations.
Children and Families Act 2014 and SEND Code of Practice: 0 to 25 years	The SEND Code of Practice (January 2015, current publication page updated September 2024) remains statutory guidance. The school will work through assess-plan-do-review, involve pupils and parents, and align reasonable adjustments and SEND provision.
Children's Wellbeing and Schools Act 2026 - allergy safety	Section 34 is fully in force in England from 1 September 2026. Schools must have, review and publish an allergy safety policy and have regard to statutory DfE allergy safety guidance.
Keeping Children Safe in Education 2026	The September 2026 statutory guidance is in force. Accessibility arrangements must support safeguarding, communication, safe participation and prompt response to concerns for all pupils, including those with SEND and disabilities.
Public sector website accessibility requirements	The Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018 apply to public sector bodies. Schools have a partial exemption, but content needed to use school services must be accessible and an accessibility statement is required. WCAG 2.2 AA is the current technical benchmark used by government guidance.
Fire safety and emergency evacuation	Emergency arrangements must account for people who may need assistance. The school will maintain suitable evacuation arrangements, including individual plans where required, and will not rely on the Fire and Rescue Service to provide evacuation assistance.
DfE Inclusive education estates guidance 2026	The school will use the June 2026 DfE guidance as a current reference when assessing and improving the inclusivity and accessibility of mainstream education buildings and outdoor spaces.

3. Definitions

Disability

Under the Equality Act 2010, a person is disabled if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. The definition can include conditions that are not immediately visible. The school considers the functional impact of a pupil's needs rather than relying solely on a diagnosis.

Special educational needs

A child or young person has special educational needs where they have a learning difficulty or disability which calls for special educational provision to be made for them. Not every disabled pupil has SEN and not every pupil with SEN is disabled; however, there is significant overlap and the school considers both sets of duties together.

4. Principles for accessibility

- Accessibility is an anticipatory responsibility. The school will consider likely barriers in advance rather than waiting for an individual pupil to experience exclusion.
- Reasonable adjustments will be individualised and proportionate. They may include changes to practice, auxiliary aids and services, assistive technology, communication support, adapted resources or environmental changes.
- High expectations will be maintained. Adaptation and scaffolding should improve access without unnecessarily narrowing curriculum ambition.
- Pupil and parent/carer voice will inform planning, implementation and review, particularly where an adjustment affects day-to-day participation or dignity.
- Accessibility will be considered when procuring equipment, digital systems, curriculum resources and when planning building works or refurbishment.
- Accessibility and safeguarding will be considered together, including communication needs, intimate care, medical needs, emergency evacuation, transitions and safe access to all parts of the school day.

5. Strand A - Access to the curriculum

The school will ensure that disabled pupils can access a broad, balanced and ambitious curriculum, including enrichment, trips, clubs, physical education, performances and wider school life. Planning will focus on removing barriers to participation rather than excluding pupils from an activity because an adjustment is required.

- Use inclusive teaching, explicit instruction, appropriate scaffolding, visual support, adapted presentation and alternative methods of recording where needed.
- Provide and review auxiliary aids, communication systems and assistive technology where reasonable and appropriate.
- Plan reasonable adjustments for assessment, transitions, educational visits, PE and extra-curricular activities in advance.
- Ensure staff receive relevant training so that adjustments are understood and applied consistently across lessons, unstructured times and wraparound activities.
- Use pupil progress, attendance, participation, behaviour and wellbeing information to identify where an accessibility barrier may be affecting outcomes.
- Ensure temporary disability, injury or changing medical need is considered promptly and does not result in avoidable loss of education.

6. Strand B - Physical environment

The school will progressively improve the physical environment so that disabled pupils, parents/carers, staff and visitors can access education and school services as independently and safely as reasonably possible. Accessibility will be considered across both school sites and in all planned maintenance, refurbishment and capital projects.

- entrances, gates, parking, paths, ramps, thresholds and routes between buildings;
- reception, waiting and meeting spaces;
- corridors, doors, stairs, handrails, visual contrast and wayfinding;
- access to classrooms, specialist spaces, dining, play, outdoor learning and social areas;
- accessible toilet and changing facilities, including dignity, alarms and unobstructed transfer space;
- lighting, acoustics, sensory load, ventilation and opportunities for regulation where these affect access;
- emergency evacuation and lockdown arrangements, including individual evacuation planning where required.

The DfE Inclusive education estates guidance (June 2026) will be used as a practical reference for identifying high-impact adaptations. It does not replace statutory building or fire-safety requirements.

7. Strand C - Access to information and digital content

Information for pupils and families will be provided in an accessible form where reasonably required. The school will consider the format, language, communication method, reading level and assistive technology needs of the intended audience.

- Provide key information in alternative formats where needed, for example enlarged print, simplified text, accessible electronic format, symbols/visuals or other communication support.
- Use clear headings, readable layouts, meaningful link text and alternative text for informative images in documents and online content where practicable.
- Ensure forms and online content needed to access school services are accessible, and maintain a published website accessibility statement in line with the 2018 Regulations.

- Use WCAG 2.2 AA as the current government technical benchmark when reviewing relevant web content and digital services.
- Offer a clear route for parents/carers to request an accessible format or communication adjustment.

9. Medical needs, allergy safety and safeguarding

Accessibility planning must work alongside the school's duties for medical needs and safeguarding. A pupil should not be placed at an avoidable disadvantage because access arrangements, medication, communication or emergency procedures have not been planned coherently.

Allergy safety - new 2026 statutory requirement

From 1 September 2026, section 34 of the Children's Wellbeing and Schools Act 2026 is fully in force in England. The appropriate authority must ensure that the school has an allergy safety policy, reviews it at least annually, publicises it and has regard to the DfE statutory guidance published in July 2026. The accessibility plan does not replace that policy; it cross-refers to it so that pupils at risk of allergy or anaphylaxis can participate safely in curriculum and wider school activities.

Safeguarding

Keeping Children Safe in Education 2026 is in force from 1 September 2026. Accessibility arrangements must support a child-centred safeguarding response, including accessible communication, safe reporting routes, information sharing, supervision and consideration of barriers that may make it harder for a child to communicate a concern or be understood.

10. Emergency evacuation

The school will ensure that emergency arrangements consider everyone who may reasonably be on site, including pupils, staff and visitors who may require assistance. Individual evacuation arrangements will be prepared where a person's needs make this necessary. Plans will be communicated to relevant staff, practised or reviewed appropriately and updated when needs, staffing or the environment change.

11. Roles and responsibilities

Role	Core responsibilities
Governing Body	Approve and oversee the statutory plan; monitor progress and resourcing; ensure equality duties are considered in strategic decisions.
Headteacher / SLT	Ensure implementation across curriculum, premises, information, safeguarding and staff development; escalate significant barriers.
SENDCo / Inclusion lead	Coordinate accessibility planning for pupils; advise on reasonable adjustments; support pupil/parent voice and staff practice; monitor impact.
Premises / business team	Maintain safe accessible routes and facilities; identify estates priorities; obtain competent advice for technical works.
Teachers and support staff	Implement agreed adjustments consistently; identify barriers early; plan accessible participation and communicate concerns.
Website / IT leads	Maintain accessible digital services and accessibility statement; support accessible documents and assistive technology.
All staff	Promote inclusion, follow agreed adjustments and emergency procedures, and raise accessibility or safeguarding concerns promptly.

12. Accessibility action plan 2026-2029

1. Routes, stairs and wayfinding

Action	Review external and internal routes, visual contrast, handrails, thresholds, obstructions and wayfinding; prioritise high-impact adaptations.
Lead / timescale	Premises lead | 2027-28
Success evidence	Priority route improvements completed and recorded in premises plan.

2. Accessible toilets

Action	Audit accessible toilets for access, signage, transfer space, fixtures, alarms and inappropriate storage; implement routine checks.
Lead / timescale	Premises lead | Spring 2027 then termly
Success evidence	Facilities remain available, correctly equipped and unobstructed.

3. Emergency evacuation

Action	Review evacuation arrangements for pupils/staff/visitors who may require assistance; introduce/update individual evacuation plans where required and link to fire drills.
Lead / timescale	DSL / H&S lead / SENDCo | Autumn 2026 then ongoing
Success evidence	Individual needs identified; plans current; staff know roles; drill learning recorded.

4. Website and digital accessibility

Action	Review service-essential website content and online forms; update accessibility statement; check relevant content against WCAG 2.2 AA benchmark.
Lead / timescale	Website / IT lead | Spring 2027 then annual
Success evidence	Accessibility statement current; priority barriers logged and resolved; request route for alternative formats visible.

5. Accessible school documents

Action	Adopt a simple accessibility standard for letters, policies, forms and curriculum documents: headings, readable formatting, descriptive links, alt text where appropriate and accessible electronic versions.
Lead / timescale	SLT / Office / IT | Summer 2027
Success evidence	Sample audit shows improved consistency; alternative formats can be supplied promptly.

6. Curriculum participation and reasonable adjustments

Action	Build accessibility check into planning for trips, PE, clubs, performances, assessments and transitions; record individual adjustments where needed.
Lead / timescale	Curriculum leads / SENDCo | Ongoing
Success evidence	Disabled pupils participate in the full life of the school; barriers are anticipated and reduced.

7. Staff development

Action	Provide annual refresher on disability equality, reasonable adjustments and accessible practice, with role-specific input on communication, assistive technology, medical/allergy safety and evacuation as required.
Lead / timescale	SENDCo / DSL / relevant leads | Annual
Success evidence	Training records complete; staff confidence and consistency improve.

8. Allergy safety compliance

Action	Ensure the separate Allergy Safety Policy is published, reviewed annually and reflected in individual healthcare planning, staff training and curriculum/trip risk assessment.
Lead / timescale	Headteacher / Medical lead | Autumn 2026 then annual
Success evidence	Published policy and annual review evidenced; relevant pupils have appropriate plans.

9. Pupil and parent/carer voice

Action	Seek feedback from disabled pupils and families on barriers to curriculum, environment and information; use findings to update priorities.
Lead / timescale	SENDCo | At least annually
Success evidence	Feedback informs action plan and governor reporting.

10. Procurement and capital works

Action	Include accessibility in specifications for refurbishment, furniture, digital platforms and equipment; use current DfE inclusive estates guidance and competent professional advice.
Lead / timescale	SBM / SLT | Ongoing
Success evidence	Procurement records show accessibility considered before purchase/work.

11. Monitoring, evidence and review

The plan is a live strategic document. Progress will be reviewed at least annually and sooner where a significant accessibility issue, complaint, incident, new pupil need, building change or change in law/guidance requires action. The Governing Body should receive sufficient evidence to understand progress, outstanding barriers, resource implications and the impact on pupils.

Monitoring evidence may include:

- premises checks and photographs;
- pupil and parent/carer feedback;
- reasonable-adjustment records and individual plans;
- participation in trips, clubs, PE and wider school life;
- website/document accessibility checks;
- staff training records;
- fire drill and evacuation review records;
- complaints, incidents, near misses and lessons learned;
- capital works and procurement records.

The full accessibility plan will be refreshed no later than Autumn 2029. Earlier revision will take place if required by changes to legislation, statutory guidance, the school estate or the profile of need.

14. Publication and accessible formats

The approved Accessibility Plan will be published on the school website. A paper copy and alternative accessible format will be made available on request. Requests for communication adjustments or alternative formats should be directed to the school office or SENDCo.

15. Key references

- Equality Act 2010, Schedule 10 - Accessibility for disabled pupils: https://www.legislation.gov.uk/ukpga/2010/15/schedule/10
- DfE/DHSC, SEND Code of Practice: 0 to 25 years (January 2015; publication page updated September 2024): https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
- DfE, Keeping Children Safe in Education 2026 (in force 1 September 2026): https://www.gov.uk/government/publications/keeping-children-safe-in-education--2
- DfE, Allergy safety in schools - statutory guidance (published July 2026): https://www.gov.uk/government/publications/allergy-safety-in-schools
- Children's Wellbeing and Schools Act 2026, section 34; commencement from 1 September 2026: https://www.legislation.gov.uk/ukpga/2026/21/section/34 and https://www.legislation.gov.uk/uksi/2026/933/made
- GOV.UK, Accessibility requirements for public sector websites and apps: https://www.gov.uk/guidance/accessibility-requirements-for-public-sector-websites-and-apps
- Home Office, Fire safety risk assessment: means of escape for disabled people: https://www.gov.uk/government/publications/fire-safety-risk-assessment-means-of-escape-for-disabled-people
- DfE, Inclusive education estates (June 2026): https://www.gov.uk/government/publications/inclusive-education-estates