Welton Primary School
Accessibility Plan 2026

Curriculum • Physical Environment • Information

Purpose of the Plan

Welton Primary School is committed to providing an inclusive, accessible and welcoming environment in which all pupils can participate fully in school life. This accessibility plan sets out practical arrangements to reduce or remove barriers to learning, participation and communication for pupils, staff, parents, carers and visitors with disabilities or additional needs.

The plan should be reviewed regularly and adapted in response to individual pupil needs, changes to the school environment, feedback from families and staff, and developments in accessibility practice.

Accessibility Plan

Area	Accessibility focus	Actions / provision	Review / monitoring
Curriculum	Classroom organisation	Organise classrooms so that pupils can move safely and independently. Provide clearly defined work areas, suitable seating and access to resources.	Review through individual pupil plans, staff feedback, parent/carer feedback, accessibility checks and annual plan review.
Curriculum	Changes to teaching and learning arrangements	Adapt teaching approaches, resources, groupings, task length and levels of adult support where required. Use differentiated materials and reasonable adjustments to enable participation.	Review through individual pupil plans, staff feedback, parent/carer feedback, accessibility checks and annual plan review.
Curriculum	Proprioception breaks	Provide planned movement, stretching, pushing, pulling or other proprioceptive activities where these support regulation, concentration and readiness to learn. Individual plans should identify appropriate activities.	Review through individual pupil plans, staff feedback, parent/carer feedback, accessibility checks and annual plan review.
Curriculum	Removing cognitive overload	Break instructions and tasks into manageable steps; use clear language, visual prompts, checklists, reduced visual clutter and appropriate processing time. Avoid unnecessary information being presented at once.	Review through individual pupil plans, staff feedback, parent/carer feedback, accessibility checks and annual plan review.

Curriculum	Writing slopes and pencil grips	Provide writing slopes, pencil grips, adapted stationery and other ergonomic aids where assessment indicates that they would support handwriting, posture or fine-motor control.	Review through individual pupil plans, staff feedback, parent/carer feedback, accessibility checks and annual plan review.
Curriculum	Keyboard skills instead of handwriting	Teach and develop keyboard skills where handwriting is a significant barrier. Allow pupils to use a computer or other suitable technology for appropriate tasks and assessments.	Review through individual pupil plans, staff feedback, parent/carer feedback, accessibility checks and annual plan review.
Physical Environment	Minimising clutter in rooms	Keep classrooms, corridors and shared spaces organised. Store equipment safely and reduce unnecessary visual and physical clutter.	Review through individual pupil plans, staff feedback, parent/carer feedback, accessibility checks and annual plan review.
Physical Environment	Provide low arousal spaces	Provide designated spaces for regulation and safe places throughout the school.	Review through individual pupil plans, staff feedback, parent/carer feedback, accessibility checks and annual plan review.
Physical Environment	Reducing sensory overload	Identify and reduce avoidable sources of excessive noise, visual stimulation, strong smells and other sensory triggers. Provide quieter spaces or agreed regulation areas where appropriate.	Review through individual pupil plans, staff feedback, parent/carer feedback, accessibility checks and annual plan review.
Physical Environment	Reduce sensory overload at breaktimes	Provide alternative outside spaces for breaks that include opportunities for regulating activity and sensory breaks.	Review through individual pupil plans, staff feedback, parent/carer feedback, accessibility checks and annual plan review.
Information	Large print	Provide appropriately sized, clear and high-contrast large-print materials where required.	Review through individual pupil plans, staff feedback, parent/carer feedback,

			accessibility checks and annual plan review.
Information	Audio format	Provide key information in audio format where this supports access, including appropriate learning materials, notices or instructions.	Review through individual pupil plans, staff feedback, parent/carer feedback, accessibility checks and annual plan review.
Information	Digital formats	Provide information in accessible digital formats where appropriate. Use accessible documents, meaningful headings, readable fonts, suitable contrast and compatible assistive technology.	Review through individual pupil plans, staff feedback, parent/carer feedback, accessibility checks and annual plan review.
Information	Pictorial representation	Use photographs, symbols, diagrams, visual timetables, maps and other pictorial supports to make information easier to understand and access.	Review through individual pupil plans, staff feedback, parent/carer feedback, accessibility checks and annual plan review.
Information	Easy read versions	Provide easy-read information using short sentences, clear headings, accessible vocabulary and supportive images where appropriate.	Review through individual pupil plans, staff feedback, parent/carer feedback, accessibility checks and annual plan review.

Implementation and Monitoring

- Accessibility needs should be identified through observation, discussion with pupils and families, assessment and liaison with relevant professionals where appropriate.
- Reasonable adjustments should be considered on an individual basis and recorded where they form part of a pupil's support arrangements.
- Staff should be made aware of relevant accessibility arrangements and how these affect teaching, supervision, communication and the use of school facilities.
- The school should seek feedback from pupils, parents/carers and staff about the effectiveness of accessibility arrangements.
- The plan should be reviewed at least annually and updated when significant changes occur.

Review Details

School	Welton Primary School
Review frequency	At least annually
Next review date	September 2027