Harbour Schools Partnership

A guiding light for education

# Accessibility Plan

# V3.0

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| **Date Adopted:** | **8th July 2026** |
| **Reviewed on:** | |
| **Author/owner:** | **Board of Trustees** |
| **Anticipated Review:** | **July 2028** |

**NB.** 'Trustees' means the Directors referred to in the Trust's Articles of Association.

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## 1. HISTORY OF MOST RECENT POLICY CHANGES

| Version | Date | Page | Change | Origin of Change e.g. TU request, Change in legislation |
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| | June 2021 | | Amendments made to include hyperlinks to schedule 10 of the Equality Act 2010 and the accompanying DfE guidance | |
| | June 2021 | | Linked policies updated to reflect current policy structure | |
| | June 2021 | | Changes made to paragraph re equality objectives to reflect that these are set by Trustees rather than school LGB's | |
| | June 2021 | | The arrangements for reviewing this policy set as every 3 years and by the Board of Trustees | |
| | Aut 2021 | | Reviewed by SEND Network – Autumn 2021 | |
| Version 2 | 07/03/2026 | | Appendix 2 & Action plan for contextualization in school adapted with increased prompts for individual schools | |
| Version 3 | May 2026 | | Alignment to form new THSP Policy | New Trust Policy re configured |

## 2. LINKS TO OTHER TRUST POLICIES

2.1 This accessibility plan is linked to the following policies and documents:

- Health and Safety policy
- Equality Policy
- SEND policy
- SEND Information Report
- Supporting pupils with medical conditions policy

## 3. AIMS

3.1 Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

3.2 Our Trust aims to treat all its pupils and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness and removing any barriers to communication.

3.3 The Accessibility Plan contains relevant and timely actions to:

- Improve and maintain access to the physical environment of the school and/or to the curriculum and to make improvements the delivery of written communications.

3.4 The plan will be made available online on the trust website and individual school websites, and paper copies are available upon request.

3.5 Our Trust is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

3.6 The Trust supports any available partnerships to develop and implement the plan.

3.7 Our Trust's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in any of the schools in the Trust, this procedure sets out the process for raising these concerns.

3.8 We have included a range of stakeholders in the development of this accessibility plan, including e.g.,: pupils, parents/carers, staff, trustees and local governors, etc.

## 4. LEGISLATION AND GUIDANCE

4.1 This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools and trusts on the Equality Act 2010.

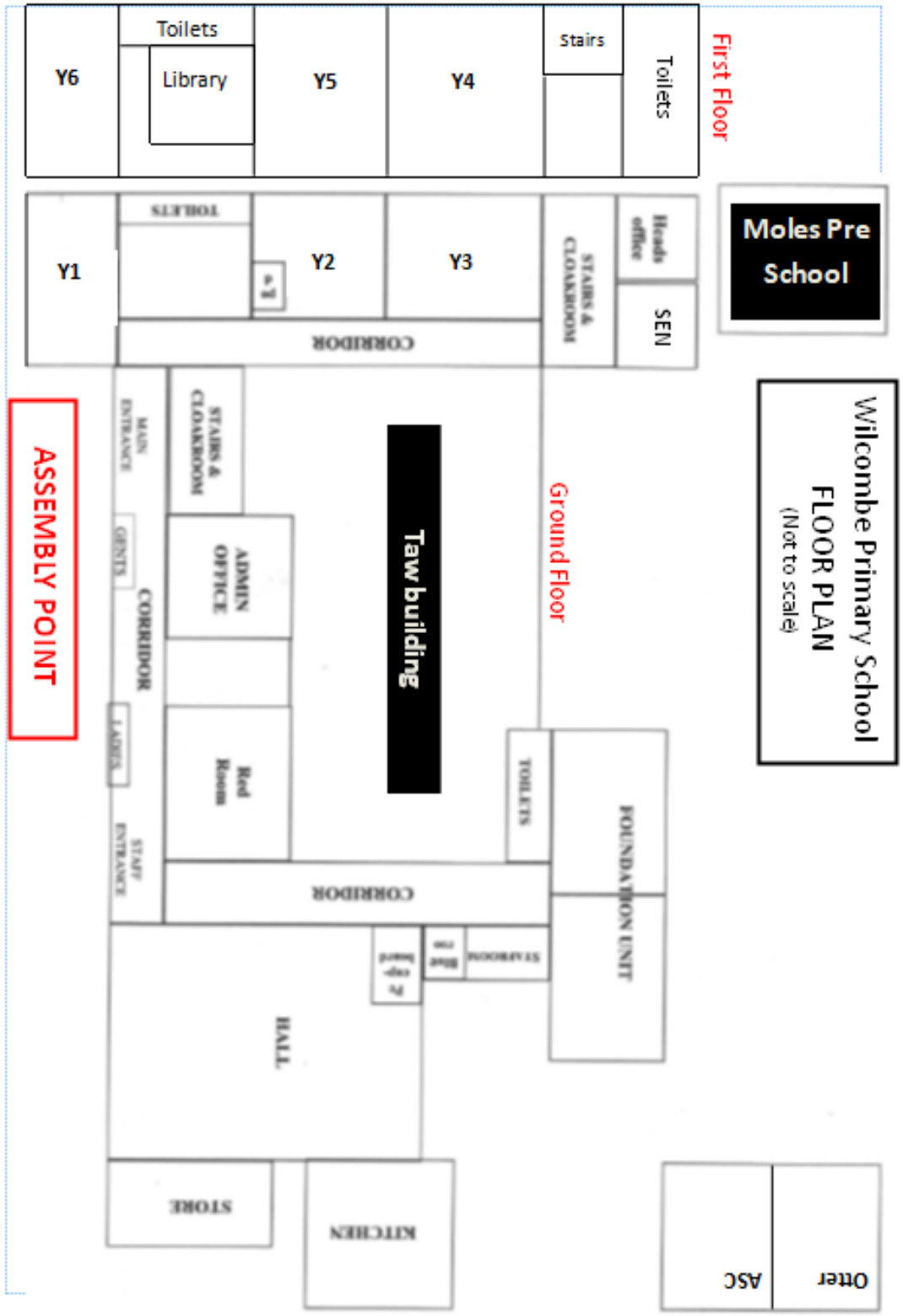
4.2 The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.

4.3 Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

4.4 Schools and academy trusts are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with a disability faces in comparison with pupils without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

4.5 This policy complies with our funding agreement and articles of association.

## 5. A PLAN OF THE SCHOOL BUILDINGS SHOWING AREAS OF ACCESSIBILITY



## 6. ACTION PLAN

6.1 This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

6.2 As part of our commitment to inclusion and equality, this plan sets out how the school intends to make reasonable adjustments (with anticipatory readiness) to ensure that pupils and adults with additional needs and/or disabilities are not directly/indirectly discriminated against at any time. Advice and support in the completion of this plan is available from the central team.

**Name Of School: Wilcombe Primary School**

### 6.3 CURRICULUM

| Accessibility issue (or potential issue) | Measures already in place | Further actions required | Resources (cost) | Timescales | Completion date | Monitoring and Impact |
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| Relevant resources to reflect diversity of wider community | Curriculum resources include examples of people with disabilities/ diversity e.g. 1Decision Charanga Scheme | Diversity of reading books increased 2022-23<br>Ensure diversity is maintained and enhanced when purchasing curriculum resources | Cost of resources: | Annually<br><br>Main Annual Budget resource | Ongoing<br><br>Review | Resources used are representative of wider community |
| ICT provision to be appropriate for pupils with disabilities | Best practice is followed to arrange for specific software purchasing to reflect the pupil's additional needs. Software/Hardware (including Immersive Reader) in use to support EAL<br>Code to the Future sessions adapted for the needs of all pupils | Review accessibility of ICT software (use of assistive technology- i.e. scanner pens/ voice recognition programs/ laptops for home-school use according to need to pupils & staff on roll).<br><br>Specialist software to be purchased as required according to pupil need | | Review Yearly | Ongoing<br><br>Monitoring of IT provision termly as part of School improvement tasks Drop ins etc | ICT Strategy group<br>Lesson Observations<br>Pupil's IEP/ My Plans, meetings & reviews |
| PSHE curriculum to demonstrate progression and promote positive attitudes | Comprehensive PSHE curriculum - 1Decision<br>Promotion of positive attitudes to disability<br>Assembly links to PSE | Continue to develop resources reflective of diverse community to support curriculum delivery | Costs identified via Subject Leaders | Order placed in June *(Purchase window)* for next year. | Annual PSE Coordinator to review as part of monitoring cycle | Pupils demonstrate a good understanding of PSE and exemplify positive attitudes and an inclusive nature. |

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| Accessible PE Curriculum | Review PE curriculum to include disability sports<br>Engage in disability competitions (as appropriate)<br>Fun Fit program running every half term for targeted children from each year group – linked to 'My Plans' | Additional training for MTAs in playground games to help give disadvantaged children a greater range of structured activities at lunch times<br>Focus on disadvantage via PE coaches | Transport to events, occasional cover and subscriptions | Annual Subscriptions | Ongoing<br>PE Coordinator to review as part of monitoring cycle | Termly meeting with children (school council) to review the PE curriculum to ensure it best meets their needs. |
| Breakfast/ lunchtime /after school activity participation | After School Club accessible to all pupils<br>A range of clubs provided by school staff.<br>SEND and PP sports events attended to give equity to children in competitive and non-competitive enrichment opportunities.<br>Wheelchair access available to activities and venues.<br>Risk Assessments to support participation for pupil(s) with wheelchair | Discussions with School Club leaders to review 1:1 provision as need arises. | Supportive payments and priority places for PP children in breakfast/ lunch and after school clubs.<br>Costs of unbudgeted additional staffing ratios as required in the event of a new pupil needing 1:1 provision at sports or other clubs. | Clubs are registered at the beginning of the terms and membership is monitored on an ongoing basis.<br>Analysis of pupil groups | Ongoing<br><br>Monitored termly SLT | Pupils feel able to participate equally in out of school activities. |

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| Access to trips & residentials | Risk assessments undertaken to identify possible actions/ reasonable adjustments.<br>Venues/Transport vetted for suitability and discussions with chosen provider to make reasonable adjustments.<br>Consultation with parents. | Individual case review: bespoke alternative trip arrangements where not possible to participate.<br>(Recent RA completed for child with access needs in wheelchair) | Utilise parents to assist with alternative provision – no additional cost. | Y5 & Y6 have annual residential trip organised<br><br>Access arrangements (inc. Diabetes / Epilepsy) | Yearly<br><br>All staff for all trips/visits<br><br>SLT overview | Pupils feel able to participate in all trips & residentials |
| Access to relevant training for staff to support pupil needs | Regular PPMs & Staff Meetings identify training needs linked to individuals<br>Updates incl SEN aspects<br>SENCO surgeries<br>SEND Network<br>External specialists invited – cascade training e.g. HI/VI<br>• Trust wide CPD | Focused discussion with staff at termly IEP reviews to highlight training needs. | Cost of external specialist team training | Reflects needs of school and reviewed regularly | Ongoing<br><br>SENDCo/ SLT to monitor CPD needs and delivery | Staff feel they have received adequate training for challen ges faced.<br>Increased staff confidence.<br>New staff inductions to include access to required training. |
| Identification and provision for pupils with Communication and Interaction and/or sensory challenges (may be unable to access classroom/ curriculum) | Pupil needs are communicated to all staff, and provision is explained in the IEP/My Plan / Pupil Passport<br>Professional external support received where needed & incorporated in to plans<br>Minimizing clutter and excessively colourful displ ays<br>Individual workstations with fewer distractions (where appropriate)<br>access to sensory tools as needed<br>Personal headphones<br>Access to safe spaces | Continue to develop EY provision for pupils with enhanced needs.<br><br>SEND Monitoring part of all School improvement activity<br>Book look<br>Learning walk<br>Lesson drop in | Resources for The Roost<br><br>Staff CPD budget<br><br>SENDCo from another local Trust school to share specialist good practice | Reviewed termly | Ongoing<br><br>SENDCo/ SLT to monitor CPD needs and ensure provision is matched | Children feel supported with different strategies.<br>Classrooms to be 'communication friendly' zones. |

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| Provision in place for pupils /staff with visual learning requirements | Individual visual timetables provided as required<br>Provide large scale copies of work as required<br>Writing slopes | Ensure staff needs are reviewed regularly.<br>Would arrange sufficient provision of resources /ICT provision as need arises. | Resources provided as part of EHCP as needed. | Reviewed on new intake basis/ recruitment | Ongoing<br><br>SENDCo/ SLT to monitor & liaise with agencies | Pupil feedback & progress monitoring. |
| Identification and provision for dyslexic pupils/pupils with dyspraxia | SENDCo training<br>Resources available to support dyslexia/dyspraxia & strategies to make classrooms dyslexia friendly<br>Yearly Subscription to NESSY | Cascade training to staff<br>New toolkits/research monitored and identified<br>Recommendations from dyslexia assessments incorporated in to 'My Plans' | £500 | Yearly | Ongoing<br>SENDCo/ SLT to monitor & liaise with agencies & ensure update of subscriptions | Children feel supported with different strategies.<br>Classrooms to be 'dyslexia friendly' |
| Pupils with auditory processing disorder cannot concentrate on teacher's voice | Pupils' needs communicated to all staff, who ensure they have eye contact<br>Visual resources in place (i.e CIP Communication In Print/ Widgit)<br>'Now & Next' cards<br>Seating plan in place<br>Sensory breaks<br>Reduce background noise (use of personal headphones) | Sound field System to amplify teacher's voice (if appropriate)<br><br>Voice Mic use with Baha Band<br><br>HI teacher recommendations | equipment purchase/hire as appropriate | Review according to new pupil need | Ongoing<br><br>SENDCo/ SLT to monitor & liaise with agencies | Pupil feedback & progress monitoring. |

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| Progress to identify issues | Clear identification of relevant pupils DGR, SEND mtgs, PPMs, Provision<br>Maps -monitor progress<br>Adaptation in lessons<br>Scaffolding<br>Meta cognition<br>Instruction<br>IT<br>Grouping | meetings between SLT, SENCO & Teaching team | | | Ongoing<br><br>SENDCo/ SLT to monitor & liaise with agencies | closing the gap.<br>School data reflects good provision. |
| Accurate monitoring of interventions and provision | Clear intervention pathway<br><br>Termly review of targets with interim checks | Regular Monitoring | | Ongoing | Ongoing SENDCo/ SLT to monitor | Interventions support children in |

## 6.4 PHYSICAL ENVIRONMENT

| Accessibility issue (or potential issue) | Measures already in place | Further actions required | Resources (cost) | Timescales | Completion date | Monitoring and Impact |
|---|---|---|---|---|---|---|
| Member of staff/Visitor with mobility needs requires adapted / disabled toilets | Disabled toilet available in proximity to member of staff's working area (Reception)<br>Disabled toilet alarm regularly checked<br>Disabled toilets kept free from clutter and access to them kept clear | Regular inspection of disabled toilet alarm<br><br>Site check to include disabled access | | Ongoing | Ongoing<br><br>Picked up through H&S walks<br><br>Staff to raise access issues | Accessibility Audit<br>Termly premises checklists |

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| Specific access needs | Plans for individual pupils/ staff/ governors/ visitors as required<br><br>Accessible car parking<br>Wheelchair access onto site/ disabled car parking space available<br><br>PEEPs in place for pupils/staff as appropriate<br><br>External pathways<br>clear, safe and signposted<br><br>Parental meetings can be arranged in an<br>alternative space or via TEAMs<br><br>Access audit completed annually | Annual reminder via newsletter to request notification of any access barriers for parents/ survey accessibility issues<br><br>PEEPS to be regularly reviewed (at least annually)<br><br>Signage of evacuation procedures reviewed and improved – consider bilingual requirements for<br><br>EAL pupils<br>● Termly (min) | | Ongoing | Ongoing<br><br>All staff to monitor needs and link with SENDCo | Access audit<br>Termly classroom checklists completed<br>Termly H&S inspections<br>Annual H&S preaudits completed |
| Access and safety on site for parents/ visitors with visual impairments | Level access to office areas<br><br>*Step edges highlighted in yellow paint*<br><br>Sufficient exterior lighting & regularly checked<br><br>Flashing beacon on fire alarms checked | Review that external lighting has sufficient power and coverage, including during out-of-hour times (e.g. school performances/ parents' evenings). | | Ongoing | Ongoing<br><br>HT link to H&S governor – termly report to governors | Access audit<br>H&S walkaround<br>RA008- Fire Risk assessment<br>Fire Evacuation Plan |
| Safety for pupils with disabilities | Alarms have visual and auditory components<br><br>Regular fire drills<br><br>*Step edges highlighted in yellow/black*<br><br>Sufficient exterior lighting & regularly checked | Outside lighting in playground (EY entrance) to be increased | | Ongoing | Ongoing<br><br>HT link to H&S governor – termly report to governors | Termly premises checklists |

## 6.5 INFORMATION AND COMMUNICATION

| Accessibility issue (or potential issue) | Measures already in place | Further actions required | Resources (cost) | Timescales | Completion date | Monitoring and Impact |
|---|---|---|---|---|---|---|
| Pupils with developmental delay may not be able to read key signs and labels | Signs use common and simple language<br><br>Communication In Print/Widgit labels within immediate learning environment and other spaces as required | Maintain license of Communication in Print / Widgit | Keep software license updated | Renew as staff leave | Ongoing<br><br>Audit of environment – termly (SLT) | Accessibility audit |
| Pupils with developmental delay may not be able to read key signs and labels | Signs use common and simple language<br><br>Communication In Print/Widgit labels within immediate learning environment and other spaces as required | Maintain license of Communication in Print / Widgit | Keep software license updated | Renew as staff leave | Ongoing<br><br>Audit of environment – termly (SLT) | Accessibility audit |
| Languages other than English to be visible | Translation of pupil reports as needed<br><br>Welcome signs in many languages<br><br>Emails/SMS translated (Google translate)<br><br>Key signs in languages for EAL pupils<br><br>Interpreter/ sign language / EAL specialist teams used to support new starters/ Y6 tests as required | Review signage/ language needs when new pupils arrive and require<br>Dual coding (pictorial & written prompt cards)<br>Language ambassadors to support | Interpreter / specialist team support costs as required | Ongoing | Ongoing<br><br>Audit of environment – termly (SLT) | Accessibility audit |

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| Parents with reading difficulties unable to read letters from school | Letters and emails written in simple English as much as possible<br><br>Large print, braille & audio formats made available as requested for school communications including homework<br><br>'How to translate video' created for word documents, pdfs and websites into different languages to support our learners /parents<br><br>Website able to translate | Follow-up phone calls to parents known to have reading difficulties<br>Monitor uptake of alternative formats<br>Use of 'Communicate in Print/ Widgit' or equivalent software | None | Ongoing | Ongoing<br><br>Admin team<br>SLT<br>Staff to consider communication<br><br>Annual response in parent survey | Parent survey |
| Ease of access to inhalers for pupils with diagnosis of asthma and/or specific allergies | Class teachers know which pupils are affected and have up-to-date inhalers stored in classrooms.<br><br>EpiPens kept in main office. Expiry dates reviewed yearly.<br><br>Staff trained regularly.<br>Medical prompt cards for specific pupils with need | Provide medical handover notes to teachers<br>at start of academic year, to supply teachers in advance and info kept in orange folders.<br>Provide list of medical issues to lead lunchtime supervisor & copies available from the office or on the staff drive. | | Ongoing | Ongoing | Accessibility audit<br>Medical list reviewed September and admin update as necessary.<br>Teachers aware of all individual medical needs. |

## 7. MONITORING AND ARRANGEMENTS

7.1 This document will be reviewed every 3 years by the board of trustees but may be reviewed and updated more frequently if necessary.

- Ensuring sufficient resources are allocated to enable the plan to be implemented according to the agreed timescales
- Monitoring the progress of children with additional needs and disabilities, relative to the progress made by other pupils
- Provide training for staff to identify and address accessibility needs, including raising awareness of disability discrimination to support anticipatory readiness
- Assess the impact of this plan through regular review of the actions described.