Accessibility Plan 2024 to 2027

Annual review and action plan updated October 2026

Issue date	September 2024	Annual review date	8 October 2026
Approved by	Pending governing body approval	Replacement plan due	March 2027
Headteacher	Mrs Hannah Whitehall	SENDCo	Mr Adam Owen

1 Purpose and statutory context

Halsnead Primary School is committed to anticipating and removing barriers so that disabled pupils can access education, participate in school life and develop independence. This plan sets out how the school will increase access to the curriculum, improve the physical environment and improve access to information. It should be read alongside the Equality Statement, SEND Policy, SEND Information Report, Admissions Policy, Health and Safety arrangements and relevant individual plans.

The plan has been prepared with regard to the Equality Act 2010, including the duty to make reasonable adjustments and the accessibility planning duties in Schedule 10; the Children and Families Act 2014; the SEND Code of Practice 0 to 25 years; and Department for Education guidance on the Equality Act 2010 and schools. It covers current and prospective pupils.

Who is covered by the plan

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. Long-term generally means that the effect has lasted, or is likely to last, for at least 12 months. Disability and special educational needs are not interchangeable: some disabled pupils do not have SEND, and some pupils with SEND may not meet the Equality Act definition of disability.

2 Equality and accessibility principles

Everyone at Halsnead Primary School has equal value. The school does not treat disabled pupils less favourably because of disability. We consider barriers in advance, make reasonable adjustments and review whether those adjustments are effective. Disability is considered alongside the other protected characteristics in the Equality Act 2010.

- Accessibility is considered in curriculum planning, teaching, assessment, enrichment, visits, transitions, attendance support and pastoral provision.
- The views of pupils and families, including accessible communication where required, inform planning and review.
- Individual needs are considered through the graduated approach, risk assessment, specialist advice and Education Health and Care Plan provision where applicable.
- The governing body reviews progress annually. Leaders monitor the actions during the year and respond sooner when needs, barriers or statutory guidance change.

3 Evidence consultation and resources

This annual update draws on the June 2026 SEND quality assurance and school improvement visit, the September 2026 SEND support visit and EHCP learning walk, the SEND and school self-evaluation, the 2026 to 2027 SEND action plan, attendance information, pupil and parent feedback, progress and intervention records, and current professional advice. Evidence indicates established inclusive practice and effective adaptations for many pupils. The priority is to make access, implementation and impact consistently demonstrable for every pupil, with particular follow-up where participation has been less secure.

The review has been informed by recorded pupil and parent feedback, staff discussion, provision and premises information, professional advice and leadership quality assurance. Further accessible feedback will be gathered termly, with themes and resulting actions reported to leaders and governors.

Resource and cost implications will be identified through each audit and considered through the school's budget-setting and premises-planning processes. Where immediate work is not reasonably achievable, proportionate interim arrangements, an accountable lead and a planned completion date will be recorded.

4 Improving access to the curriculum

Actions in this section focus on access, participation and independence. They complement the more detailed SEND action plan.

Barrier or priority	Action	Success and review evidence	Lead	Timescale
Curriculum participation is not equally secure for every pupil.	Audit access across subjects, SHINE, clubs, visits and enrichment. Prioritise pupils identified through September QA; record the barrier, adjustment, responsible adult and review date.	Follow-up checks show identified pupils understand more, participate more consistently and complete purposeful learning with increasing independence. Evidence: Access audit; learning walks; work; curriculum coverage; participation records; pupil and parent voice Starting position: Inclusive practice is established; consistency and demonstrable impact remain priorities.	SENDCo; teachers; subject leads	By Nov 2026; half termly
Adjustments and specialist recommendations must be consistently used in daily teaching.	Agree reasonable adjustments from assessment, SEND plans, risk assessments, specialist advice and EHCP Section F. Brief relevant staff and verify frequency, duration, group size and responsibility.	Daily practice reflects agreed adjustments. EHCP provision is delivered as specified; gaps are identified and resolved promptly. Evidence: Plans; staff briefings; provision checks; EHCP audit; corrective actions Starting position: Provision and expertise are in place; systematic verification is being strengthened.	SENDCo; teachers; TAs	By Nov 2026; termly
Some pupils require more precise assessment and small-step planning.	Use NFER, EYFS assessment, RWI and PSC information, Fresh Start, WellComm and relevant diagnostic assessment to identify precise next steps. Review maths and phonics gaps and update targets when achieved.	Plans contain baselines, measurable targets, provision and review dates. Reviews show progress from starting points and application beyond interventions. Evidence: Assessment records; SEND plans; pupil progress meetings; intervention reviews; work Starting position: A broad assessment toolkit is used; precision and consistent review are current priorities.	SENDCo; teachers; subject leads	By Dec 2026; termly

Barrier or priority	Action	Success and review evidence	Lead	Timescale
Staff need consistent confidence in accessible teaching and communication.	Provide coaching and training in the graduated approach, autism-friendly practice, speech and language, sensory regulation, precision teaching, modelling, structured talk, scaffolding and checking understanding.	Learning walks and work show purposeful teaching matched to age, stage and need; pupils can communicate, participate and work with less adult dependence. Evidence: Training log; coaching records; learning walks; staff feedback; pupil outcomes Starting position: Relevant training has taken place; impact will be checked through QA rather than attendance alone.	SENDCo; subject leads	By Dec 2026; ongoing
Interventions must improve classroom access, not operate in isolation.	Monitor delivery and impact of RWI and Fresh Start, IDL, Hickey, precision teaching, Mastering Number, WellComm, BLAST, Colourful Semantics, Lego Therapy, Thrive and sensory circuits. Adapt or stop support that is not effective.	Reviews show gains, transfer into classroom learning and timely changes where progress is limited. Evidence: Entry and review measures; delivery records; classroom application; pupil feedback Starting position: A wide targeted offer is established; transfer and impact require consistent recording.	SENDCo; teachers; TAs	Half termly
Disability-related barriers to attendance, regulation or reintegration can restrict access for individual pupils.	Identify whether absence or reduced participation is linked to health, sensory, communication, regulation, mobility or other disability-related barriers. Use proactive check-ins, visual supports, co-regulation, reasonable adjustments, personalised attendance support and reviewed reintegration plans. Verify education and progress for pupils absent from school or accessing alternative provision.	For identified pupils, access-related absence reduces from the individual baseline, agreed adjustments are implemented and participation is sustained. Provision and progress outside school are evidenced. Whole-cohort SEND attendance remains contextual information and is evaluated separately through the SEND action plan. Evidence: Individual attendance and participation analysis; reasonable-adjustment and reintegration plans; incident information; provider records; progress; pupil and family voice Starting position: SEND attendance was 92.1% after five weeks, but the accessibility review will distinguish individual disability-related barriers from the wider SEND cohort measure.	Attendance lead; pastoral lead; SENDCo	Weekly; half termly

5 Improving access to the physical environment

Physical access is considered for current and prospective pupils and includes sensory, communication and emergency-access needs.

Barrier or priority	Action	Success and review evidence	Lead	Timescale
The premises audit needs a dated record and tracked actions.	Complete and record an annual accessibility audit of buildings, grounds, routes, entrances, toilets, parking, play spaces and shared facilities. Prioritise actions according to need, risk and available resources.	The audit identifies barriers, owners, costs and completion dates; completed work is verified and outstanding work is risk managed. Evidence: Dated audit; photographs; premises log; governor minutes; completion checks Starting position: The existing plan refers to an audit, but the updated plan requires a dated evidence trail.	Headteacher; site lead	By Dec 2026; annual
Individual physical and sensory access needs may change.	Assess access before admission, transition, return from absence or a material change in need. Seek advice from OT, physiotherapy, hearing or vision services, ASC Advisory Service, SALT or Educational Psychology as appropriate.	Reasonable adjustments, equipment and transition arrangements are ready when required and reviewed for effectiveness. Evidence: Access assessment; transition plan; specialist advice; review notes Starting position: Individual adjustments and specialist advice are used; the review record will be standardised.	SENDCo; site lead; teachers	Before transition; as needed
Classrooms and communal areas must support communication, mobility and regulation.	Review layout, seating, lighting, acoustics, visual information, sensory load, routes and access to calm or therapeutic spaces. Provide and maintain specialist equipment where assessed as necessary.	Pupils can move safely, access teaching and resources, communicate and regulate with increasing independence. Evidence: Environment walk; pupil voice; risk assessments; equipment checks; incident patterns Starting position: Calm classrooms, therapeutic spaces, sensory circuits and adapted resources are available.	Teachers; SENDCo; site lead	Termly; as needed

Barrier or priority	Action	Success and review evidence	Lead	Timescale
Emergency arrangements must meet individual needs.	Identify pupils, staff or regular visitors who require an individual emergency evacuation plan. Prepare, share, practise and review the plan, including visual or auditory alerts and required adult support.	Current plans are understood by relevant staff and practice confirms that evacuation can be completed safely. Evidence: PEEP register; drill records; staff confirmation; review following drills Starting position: General arrangements are in place; individual planning and evidence will be explicitly recorded.	Headteacher; site lead; SENDCo	By Nov 2026; termly and after change
Signs and safety information must be understandable and visible.	Audit directional, evacuation, fire and safeguarding signage. Use clear language, symbols and suitable contrast; obtain feedback from pupils and visitors and address identified barriers.	Users can locate facilities and follow safety instructions; identified signage barriers are resolved. Evidence: Signage audit; user feedback; action log; photographs Starting position: Annual review retained and made measurable.	Site lead; Headteacher	By Jan 2027; annual

6 Improving access to information

Information will be provided in formats that disabled pupils and members of the school community can understand and use.

Barrier or priority	Action	Success and review evidence	Lead	Timescale
Families may require information in a different format.	Publish a clear route for requesting large print, audio, simplified or reduced-language versions, translated information or another reasonable format. Record and respond to requests promptly.	Families know how to request an alternative format and receive information in a usable form without avoidable delay. Evidence: Published statement; request log; response time; family feedback Starting position: Alternative formats are offered; the request route and evidence will be made explicit.	Headteacher; office lead	By Nov 2026; ongoing

Barrier or priority	Action	Success and review evidence	Lead	Timescale
Digital documents and website content may create barriers.	Audit priority website pages and downloadable policies for clear navigation, meaningful headings, readable contrast, descriptive links, accessible tables and text alternatives for informative images. Correct priority issues and check new content before publication.	Priority SEND, admissions, complaints and statutory information can be located, read and navigated using common accessibility features. Evidence: Audit checklist; corrected pages; document checks; user feedback Starting position: The website is established; a documented accessibility check is now required.	Office lead; website lead	By Jan 2027; termly
Some pupils require personalised communication support.	Use visual timetables, now-and-next boards, symbols, Colourful Semantics, social stories, communication aids and adapted written information according to assessed need and specialist advice.	Pupils understand routines, choices, learning and review information and can communicate their views using an appropriate method. Evidence: Pupil plans; learning walks; communication samples; pupil voice; specialist review Starting position: A range of communication supports is already used and will be reviewed for impact.	Teachers; SENDCo; TAs	Daily; termly review
Standard meetings may not be accessible to every parent or carer.	Offer reasonable alternatives such as telephone or online meetings, accessible rooms, adjusted timings, written summaries and communication support. Confirm individual requirements when arranging significant meetings.	Parents and carers can take part in reviews and receive clear information about progress, provision and decisions. Evidence: Invitation records; adjustments provided; attendance; family feedback; agreed actions Starting position: Flexible communication is available; evidence of requested adjustments will be retained.	Teachers; SENDCo; office lead	At each meeting

Barrier or priority	Action	Success and review evidence	Lead	Timescale
Accessibility decisions need direct user feedback.	Gather accessible pupil and parent feedback about learning, social times, clubs, trips, transitions, information and remaining barriers. Report themes and action taken to leaders and governors.	Feedback identifies effective adjustments and remaining barriers; actions are tracked and communicated. Evidence: Accessible surveys or interviews; review records; action log; governor report Starting position: Pupil voice is established in SEND review processes; breadth and follow-through will be strengthened.	SENDCo; teachers	Termly

7 Monitoring and governance

Delivery leads update the review evidence at the stated intervals. The Headteacher and SENDCo review progress at least half termly where actions overlap with the SEND action plan. Governors consider progress annually and challenge whether actions have reduced barriers in practice. Monitoring combines quantitative and qualitative evidence; completion of an activity alone is not treated as evidence of impact.

Review question	Evidence considered	Frequency	Reported to
Are identified barriers being removed?	Audits, action logs, learning walks, work, participation and physical-access checks	Half termly	SLT and governors
Are reasonable adjustments implemented and effective?	Plans, EHCP checks, specialist advice, pupil outcomes and pupil or family feedback	Termly and after change	SLT and SEND governor
Are pupils participating and becoming more independent?	Curriculum and enrichment participation, attendance, communication, independence and transition evidence	Termly	SLT and governors
Is information accessible?	Requests, response records, website and document checks, user feedback	Termly	Headteacher and governors

8 Publication and availability

The plan is published on the school website and is available in an alternative format on request. It may be updated before March 2027 if monitoring, consultation, a change in need or new statutory guidance indicates that action is required. A replacement accessibility plan will be prepared by March 2027 for the three-year period from 1 April 2027 to 31 March 2030.