HARLOWBURY ACCESSIBILITY PLAN

January 2026

Review date: October 2027

1 Policy Statement

1.1 The Equality Act 2010 requires Harlowbury Primary School to publish an Accessibility plan in respect of the school. The plan must cover the Trust's actions to improve accessibility in 3 key areas:

- increased access to the curriculum for pupils with learning differences and disabilities;
- improvements to the physical environment to increase access to education and associated services at the academies for pupils learning differences and disabilities; and
- improvements in the provision of information for pupils with learning differences and disabilities where it is provided in writing for non-disabled recipients.

1.2 This plan is to be adequately resourced, effectively implemented and regularly reviewed and revised as necessary, at least every three years.

2 What are the principles behind this policy?

The Trust is committed to:

- demonstrating a commitment to developing access to the school for all pupils
- reflecting the views, wishes, aspirations and concerns of parents and pupils and be based on a culture of high expectations for all
- reflecting an understanding of other legislation that provides protection to children, such as that on race, human rights and health and safety
- being guided by the National Curriculum Inclusion Statement and the aims set out for the school curriculum
- supporting a problem-solving approach and a commitment to the effective and sustainable use of resources
- using information from audit and other data collection approaches validated by research
- showing how the school plan is coordinated with the LA's strategy
- embedding accessibility within the school improvement process
- making explicit links with the work of other agencies
- including a clear evaluation strategy.

3 Accessibility Plans

The template strategic accessibility plan for Harlowbury Primary School is set out in Annex A. The school is required to submit its accessibility plan for Trust approval on an annual basis. These will be published on the Harlowbury Primary School's website.

1.0 - Planning Duty 1 - Curriculum

	Issue	What	Who	When	Outcome criteria	Review
Short term	Children with SEND to continue to make progress in all areas of the Curriculum addressing gaps created due to COVID. Children with SEND to continue to make progress in writing.	SLT to monitor use of strategies at QFT through drop-ins and observations. Pre-teaching of vocabulary to be included in each class daily SENCo to provide information to Subject Leads and Advocates re facilitation of learning in individual subjects Further training and modelling to be arranged as required. One Plans show detailed outcomes for all SEND learners.	Headteacher / Teachers / SENCO	Ongoing	Teachers are aware of how to make writing accessible for children with SEND; use alternative ways. Pre-teaching of vocabulary happened daily in every class Teachers and support staff use visual strategies to support understanding, predictability, independence and working memory Teachers and PE specialists know how to adapt PE lessons/Sport day/events/trips to improve accessibility for all pupils	

		Visual strategies are used to support understanding and working memory. Further support/kits provided to support writing in class.				
Medium term	To ensure children with sensory needs are consistently having these needs met; resources are being fully utilised.	All children to have access to quiet space if needed (Reception to use Elm Room, years 1-4 areas in the back of the classroom. Year 5 and 6 area between classrooms. Sensory circuit to be used with Reception children. Daily mile to be reintroduced for year 6.	Teachers/SENCo	Ongoing	Children with sensory processing difficulties and ASC are effectively supported. Children with sensory needs have access to quiet, calm spaces around school, during lesson and unstructured times	
	To support children with SEND in the playground and in PE and Sports	Scrap Pod – to increase activities and creative opportunities for play Play Leaders to be reintroduced Sports Crew to embed intra lunchtime competitions Purchase new equipment which would increase gross	Scrap Pod –HT Play Leaders – DHT Sports Crew – PE Lead New Equipment – INCO	Summer 2026	All children access PE and playground with supervision.	

		and fine motor skills in line with Occupational Therapist advice				
Long term	Staff to embed their knowledge and understanding to support children with ASC and monitor progress with progression framework tool.	On-going support and training provided by NET's Specialist Teacher for ASC. Support provided to use AET's progression framework	Headteacher /teaching staff / SENCO/Specialist Teacher	Summer 2026	Staff will be confident when working with children with ASC. Children with ASC are effectively monitored – Progression Framework used where appropriate.	
	To improve the use of visual support for all pupils including those with ASD	Use of visual widget timetables & visual supports for all staff Use of speech and language therapist & Inclusion Partner to support identified children Training for all staff for ASD from ECC Use of Makaton Signs Support from Keily Tomkin ESSET outreach.	Teachers Inco Subject Leaders	Ongoing	Whole school awareness of visual supports. Visuals being used across the whole school.	
	Staff to embed their knowledge and understanding of speech and language, creating 'communication-friendly' classrooms with	On-going support and training provided by NET's Speech and Language Therapist and SEND team.	Headteacher/teaching staff/SENCo/Speech and Language Therapist	Summer 2026	Staff will be confident when working with children with speech and language difficulties.	

	inclusive tools used consistently at Harlowbury.	Ginette to advise at Harlowbury				

2.0 - Planning Duty 2- Physical Environment

	Issue	What	Who	When	Outcome	Review
Short term	School visits are appropriate to meet the needs of all students. They subject to a regular review to ensure increased levels of access or alternative experience.	School visits to be risk assessed Alternative arrangements to be offered if planned trip cannot be accessed. Use of school minibus for short trips Extra members of staff to child ratio	Premises Staff HT INCO	As appropriate Ongoing	Inclusion for all pupils. Children and staff safe on school trips.	
Medium term	Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs	Create personalised risk assessments and access plans for individual pupils. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.	Premises Staff HT INCO	As appropriate Ongoing	Inclusion for all pupils. Children and staff safe in school	
Long term	Aids to physical access including parking space for staff or visitors.	Install a disabled parking bay in current Watlington Road Site Ensure plans for new site include disability bays- close access to the school and accessibility stair free access from carpark Pupil feedback on making the	Premises Staff HT COG H&S Governor	Sept 2026 –	Stair free access to the building Parking facilities to ensure minimal walking distance and staff to	

		site externally and internally inclusive for all pupils	COG		support	
	Ensure all disabled pupils can be safely evacuated	Renewed evacuation plan for visitors, staff and children for current site – practise fire drill with a wheelchair user and less mobile children/staff Develop a system to ensure all staff are aware of their responsibilities in relation to disabled pupils – BUDDIES Planning meeting for Gilden Park site regarding new evacuated plan Purchase of evacuation chairs and training for key member of staff for new building on Gilden Way.	Premises Staff HT COG H&S Governor COG	Sept 2026 – new build	Safe evacuation in an emergency.	

3.0 - Planning Duty 3 - Information

	Issue	What	Who	When	Outcome criteria	Review
Short term						
Medium term	Access to written information on the website. Ensure access all information is accessible to all community including those who have literacy difficulties.	Include a recording which verbalises the answers to the FAQs. Have FAQs immediately available to reduce time trawling through policies. Include child's voice explaining what school's do well. Include photos of staff.	Communications Officer in collaboration with SEND team.	July 2026	The website will be accessible to all regardless of learning differences.	
Long term	Not all our parents are literate and so key information can be missed by them.	Consider alternative methods of sharing this	Communication Officer	Summer 2026	All communications will be adjusted to ensure access to all by all.	

		information such as voice notes.				