

HARROW GATE PRIMARY ACADEMY



Accessibility Policy and Plan 2026–2029

A three-year strategic plan to increase curriculum participation, improve the physical environment and provide accessible information.

School details	Information
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Principal	Mrs V. Galt
Vice Principal and SENDCo	Mrs G. Holloway

Document control	Details
Status	Approved
Policy owner	Principal and SENDCo
Responsible body	Enquire Learning Trust / Academy Improvement Committee
Date adopted	1 st September 2026
Approved by	Harrow Gate/ Harwick/ Yarm AIC
Review arrangements	Annual progress review and full review at least every three years

Document control	Details
Next full review	September 2029

1. School context and vision

Harrow Gate Primary Academy is committed to providing an inclusive, welcoming and ambitious education in which every pupil is valued and supported to participate fully in school life. The academy's mission is to raise the achievement and aspirations of every child.

The ART of Harrow Gate

- Achievement: children meet challenge and high expectations through dynamic engagement.
- Resilience: children develop courage, passion, self-belief and pride.
- Trust: the Harrow Gate community works together with honesty, respect, loyalty and effective communication.

These values underpin this plan. The academy will identify, prevent and remove barriers that may place disabled pupils at a substantial disadvantage. Accessibility will be considered in relation to current and prospective pupils and, where relevant, parents, carers, staff and visitors.

2. Purpose of the plan

Under Schedule 10 of the Equality Act 2010, the responsible body must prepare, implement and review an accessibility plan. Harrow Gate Primary Academy will use this plan to:

- increase the extent to which disabled pupils can participate in the curriculum;
- improve the physical environment so disabled pupils can access education, benefits, facilities and services;
- improve the availability and delivery of information in accessible formats;
- identify existing and potential barriers and establish measurable priorities;
- allocate responsibilities and resources and evaluate impact.

3. Definition of disability

For the purposes of 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. This can include physical, sensory, learning, communication, mental health and long-term medical needs, including impairments that may not be immediately visible.

Not every disabled pupil has special educational needs, and not every pupil with SEN will meet the Equality Act definition. However, there is significant overlap between these groups.

4. Our accessibility commitments

- Make reasonable adjustments to prevent substantial disadvantage.
- Anticipate likely accessibility needs rather than waiting for an individual difficulty to arise.
- Provide auxiliary aids and services where reasonable and necessary.
- Maintain high expectations and access to an ambitious curriculum.
- Enable participation in visits, enrichment, clubs, OPAL play, Forest School, music and wider school life.
- Work collaboratively with pupils, families, the Trust, the local authority and relevant professionals.
- Consider accessibility in policies, curriculum planning, procurement, premises work and digital communication.

5. Related documents

This plan should be read alongside the academy's SEND policy and SEND Information Report, equality information and objectives, admissions arrangements, curriculum policies, relational behaviour policy, supporting pupils with medical

conditions policy, health and safety policy, educational visits procedures, emergency evacuation arrangements, complaints procedure and Academy Improvement Plan.

6. Roles and responsibilities

Role	Key responsibilities
Enquire Learning Trust / Academy Improvement Committee	Approve the plan; ensure statutory duties are addressed; scrutinise barriers, resources, timescales and impact.
Principal	Provide strategic leadership; ensure implementation, resourcing and staff understanding; report progress.
SENDCo	Coordinate the audit and plan; advise on reasonable adjustments; work with families and professionals; monitor access and impact.
Curriculum and subject leaders	Anticipate curriculum barriers; ensure accessible teaching materials and ambitious adaptations; monitor participation and outcomes.
Site/business manager	Maintain the premises audit; identify physical barriers and risks; coordinate maintenance and accessibility improvements.
All staff	Implement agreed adjustments, anticipate barriers, raise concerns promptly and promote positive attitudes towards disability.

7. Accessibility audit: curriculum access

Audit area	Current evidence	Rating	Required action
Access to the same ambitious curriculum	Curriculum intent is ambitious for all pupils. SEND provision is considered through EHCPs, SEN Support Plans, adaptive teaching and targeted support. Subject leaders and the SENDCo monitor access through work scrutiny, lesson visits, pupil voice and progress discussions.	Secure	Maintain provision through continued close monitoring access across the whole curriculum. All subject leaders to include monitoring as part of their monitoring activity.
Planning anticipates communication, sensory, physical and regulation needs	Individual plans identify communication, sensory, regulation, medical and physical needs. Staff use visual supports, sensory breaks, regulation spaces, transition preparation, adult scaffolding and advice from external professionals is available. Individual Strive plans are in place and followed to support sensory, regulation and physical needs.	Secure	Continue to utilize the use of OT services. SENCO to continue to monitor the effective implementation of the Strive plans. All staff to continue to be committed to consistent implementation of programmes.
Visual and communication supports used consistently	Visual timetables, now-and-next boards, symbols, social narratives, communication prompts and adult modelling are used for identified pupils. Practice is strongest where needs are clearly recorded and reviewed with the SENDCo.	Developing	Create a shared visual-support bank and audit consistency of use across classrooms, transitions, lunchtime and wider provision.
Reasonable adjustments recorded and reviewed	Reasonable adjustments are recorded through SEN Support Plans, EHCP provision, healthcare plans, risk assessments and staff briefings. Reviews take place through SEND review cycles, annual reviews and when pupil needs change.	Secure	Maintain termly review systems and ensure temporary adjustments are also recorded when needs change quickly.
Assessment arrangements are accessible	Teachers adapt assessment approaches where needed, including adult transcription, alternative recording, practical demonstration, rest breaks, additional time, quiet working spaces and use of familiar resources in line with assessment requirements.	Developing	Create a simple record of agreed assessment access arrangements for pupils who require them and review before statutory assessment periods.
Staff training meets identified needs	Staff receive SEND, relational behaviour, regulation, safeguarding and medical updates. Training and coaching are responsive to individual pupil needs and include advice from external professionals where available.	Developing	Use a staff confidence audit to identify training priorities, with planned CPD on communication needs, sensory processing, accessible curriculum design and assistive technology.
Interventions minimise unnecessary curriculum	Interventions are targeted according to need and reviewed	Secure	Continue to review and

withdrawal	through pupil progress and SEND monitoring. Staff aim to balance precision support with continued access to class teaching and wider curriculum experiences.		monitor. Flexibly adapt to ensure full coverage of learning and wider offer
Visits, clubs and wraparound provision are accessible	Risk assessments, staffing arrangements and reasonable adjustments are considered for trips, clubs and wider opportunities. Individual support is planned for pupils with medical, sensory, communication or regulation needs. Participation of disabled pupils and pupils with SEND in clubs, visits and wraparound provision, and barriers are addressed if identified.	Secure	Maintain this provision through continued monitoring of pupils' access to the full curriculum. Subject leaders will include accessibility and reasonable adjustments within their planned monitoring activities.
OPAL, Forest School, music and enrichment are inclusive	Inclusive enrichment is part of the school offer. Adjustments include adult support, preparation for transitions, adapted expectations, flexible grouping, sensory considerations and risk assessment for outdoor and practical activities.	Secure	Continue to review and monitor participation, risk assessments and reasonable adjustments for OPAL, Forest School, music and enrichment activities, ensuring barriers are identified and addressed promptly.
Disability is represented positively in curriculum materials	The curriculum promotes respect, belonging and positive relationships. Texts, assemblies, PSHE, pupil voice and wider curriculum opportunities provide chances to challenge stereotypes and celebrate difference.	Developing	Audit curriculum materials and class reading choices to ensure disability is represented positively and meaningfully across year groups.

8. Accessibility audit: physical environment

Area checked	Current position/barriers	Rating	Required action
Routes from the site boundary	Main routes are checked through routine site procedures. Temporary hazards, weather-related risks and access during busy arrival and collection times require ongoing monitoring. Dated route audit and records of any uneven surfaces, narrow points, lighting concerns or temporary barriers. These barriers are addressed.	Secure	Continue to monitor site routes through routine premises checks, ensuring any temporary hazards, access barriers or maintenance concerns are identified and addressed promptly.
Parking, drop-off and arrival	Arrival and collection arrangements are managed by staff. Individual arrangements can be made for pupils and families who require additional support with safe arrival, transition or access.	Secure	Accessible drop-off needs annually reviewed and when new pupils join; School staff ensure that families know how to request reasonable adjustments.
Main entrance and reception	Reception is the main point for	Secure	Continue to review access to

	visitors and communication with families. Staff provide support where visitors need assistance accessing information or navigating the site.		the main entrance and reception area, responding promptly to any emerging needs, barriers or reasonable adjustment requests from pupils, families, staff or visitors.
Doors, thresholds and corridors	Circulation routes are maintained through site checks. Corridors, thresholds and shared areas require regular review to ensure they remain clear and usable for pupils, staff and visitors with mobility or sensory needs.	Secure	Continue to monitor doors, thresholds, corridors and shared circulation routes through established premises checks, in line with Enquire Learning Trust health and safety expectations.
Classroom layout and circulation	Classrooms are adapted according to cohort and individual needs. Adjustments include seating positions, reduced distractions, movement breaks, defined spaces and access to resources.	Secure	Continue to monitor classroom layout and circulation as part of routine learning environment checks, ensuring spaces remain safe, accessible and responsive to pupils' individual needs.
Accessible toilet and personal-care facilities	Personal-care needs are considered through individual plans and staff guidance. Privacy, dignity, hygiene, storage, supervision and equipment are reviewed according to pupil need.	Secure	Continue to monitor accessible toilet and personal-care facilities through health and safety, site and individual care-plan review processes, ensuring dignity, safety and suitability are maintained.
Lighting, glare and visual contrast	Lighting concerns are addressed through site maintenance. Some pupils may require adaptations to seating, display positioning, reduced glare or increased contrast.	Secure	Continue to monitor lighting, glare and visual contrast through routine premises and classroom checks, responding promptly to any identified accessibility or health and safety concerns.
Acoustics and background noise	Staff use seating, adult proximity, visual prompts and quieter spaces for pupils affected by background noise. Busy shared areas may present barriers for pupils with auditory, sensory or regulation needs.	Secure	Continue to monitor acoustics and background noise as part of wider health, safety and accessibility checks, with reasonable adjustments made where individual sensory or communication needs are identified.
Signage and wayfinding	Key areas are identifiable to pupils and visitors. Additional visual supports are used for individual pupils, but whole-site wayfinding could be strengthened for consistency.	Secure	Continue to monitor signage and wayfinding through routine premises review, ensuring information remains clear, visible and supportive for pupils, families, staff and visitors.
Hall, dining and assembly spaces	Shared spaces are used flexibly with adult support. Pupils with sensory, communication or regulation needs may require seating plans, preparation, quieter access or reduced waiting times.	Secure	Continue to monitor hall, dining and assembly spaces through established health and safety routines, ensuring reasonable adjustments are made where individual access, sensory or regulation needs arise.
Playground and OPAL provision	OPAL provision supports varied play opportunities. Pupils with SEND may need planned adult support, safe zones, adapted	Secure	Continue to monitor playground and OPAL provision through risk assessment, supervision and health and safety checks,

	equipment, social scaffolding or regulation breaks to participate fully.		ensuring outdoor play remains safe, inclusive and accessible.
Forest School and outdoor learning	Outdoor learning is planned through risk assessment and adult support. Access may be affected by weather, surfaces, sensory needs, mobility, toileting, equipment and transition demands.	Secure	Continue to monitor Forest School and outdoor learning through risk assessment and Enquire Learning Trust health and safety procedures, ensuring access remains safe and appropriate for pupils' individual needs.
Quiet and regulation spaces	Regulation spaces and withdrawal areas are used for identified pupils when dysregulated or overwhelmed. Staff support pupils to regulate and return to learning where appropriate.	Secure	Maintain clear expectations for how spaces are used, supervised, recorded and reviewed to support dignity, safety and re-engagement.
Emergency alarms and evacuation routes	Emergency procedures are in place and practised. Individual needs may require pre-teaching, adult support, alternative communication, quieter preparation or adjusted assembly arrangements.	Secure	Continue to monitor emergency alarms and evacuation routes through regular drills, site checks and health and safety review, ensuring arrangements remain safe, understood and accessible.
Personal emergency evacuation plans	PEEPs can be developed for pupils, staff or visitors who require individual evacuation planning. Plans should be shared with relevant adults and reviewed when needs or staffing change.	Secure	Continue to monitor the need for Personal Emergency Evacuation Plans and review any plans in place following changes in pupil, staff or visitor need, staffing arrangements or evacuation procedures.

9. Accessibility audit: accessible information

Audit area	Current evidence	Rating	Required action
Website headings, fonts, contrast, alt text and links	The school website provides key statutory and parent information in a clear and accessible format. Information is presented using headings, readable fonts, appropriate contrast, descriptive links and image descriptions where required. Website content is reviewed when updated to support accessibility for pupils, families, staff and visitors.	Secure	Continue to monitor website accessibility as part of routine content updates and annual review processes, ensuring headings, fonts, contrast, links and image descriptions remain clear, accurate and accessible.
Important documents in accessible digital formats	Policies, letters and key documents are shared digitally and in paper form when required. Accessibility varies depending on document format, layout and whether content is published as a readable document rather than an image scan.	Developing	Use accessible templates for key policies, parent letters and website documents, with clear headings, plain language and readable formatting.
Alternative formats available when required	The school can provide paper copies, simplified explanations, larger print, verbal	Secure	Make the availability of alternative formats clear on key communications and on the

	explanations, meetings or symbol-supported information according to individual need and reasonable request.		accessibility section of the website.
Communication preferences recorded	Communication preferences are identified through parent contact, SEND reviews, admission information and ongoing conversations with families. Preferences may include phone calls, face-to-face meetings, written summaries or simplified information.	Developing	Add a consistent communication-preference field to relevant pupil records and review at admission, review meetings and when circumstances change.
Interpreting or communication support available	Staff are skilled at supporting understanding and breaking down specialist language, systems and processes that parents may find difficult to navigate. There is a strong understanding of, and openness to, individual parent needs, with staff providing appropriate communication support, explanation and reassurance so families can engage confidently with school information and decision-making.	Secure	Continue to monitor communication support for parents and carers through ongoing conversations, review meetings and feedback, ensuring information remains clear, accessible and responsive to individual family needs.
Emergency and safeguarding information accessible	Safeguarding, medical and emergency information is shared clearly through policies, signage, staff briefings and induction processes. Staff ensure that essential safety messages are explained and reinforced in accessible ways, including visual, simplified or rehearsed information for individual pupils where required.	Secure	Continue to monitor emergency, medical and safeguarding information through routine policy review, staff briefings, induction processes and health and safety checks, ensuring information remains clear, accessible and responsive to individual needs.
Staff confidence in accessible document creation	This is a strength of the school. Staff are confident and skilled in creating accessible letters, resources and curriculum materials. Information is routinely adapted using clear language, supportive formatting, readable fonts, visual prompts and parent-friendly explanations so that pupils and families can understand and engage with key information.	Secure	Continue to monitor the accessibility of letters, resources and curriculum materials through routine review, staff reflection and parent feedback, ensuring communication remains clear, inclusive and responsive to individual needs.

10. Accessibility action plan 2026–2029

Priority 1: Curriculum access and participation

Target	Actions	Lead	Timescale	Success criteria
Current information about needs and adjustments	Review SEND register, EHCPs, SEN Support Plans, healthcare plans and recorded adjustments. Brief relevant staff.	SENDCo; medical lead	Termly and when needs change	Records are current and staff implement agreed adjustments.
Consistent adaptive teaching	Audit staff confidence and provide CPD/coaching on communication, sensory, physical, regulation and medical needs.	Principal; SENDCo; curriculum leaders	Training plan reviewed termly	Monitoring shows consistent adaptations and improved participation.
Accessible writing	Use appropriate scaffolds, alternative recording, assistive technology, adapted equipment and support while developing independence.	English leader; SENDCo; teachers	Throughout plan	Pupils communicate knowledge and make progress without avoidable barriers.
Accessible mathematics	Provide concrete resources, visual representations, precise language, rehearsal and appropriate scaffolding.	Maths leader; SENDCo	Termly review	Pupils with SEND access ambitious mathematical learning.
Inclusive enrichment	Track access to clubs, trips, OPAL, Forest School, music, cultural experiences and pupil leadership; remove identified barriers.	PD lead; SENDCo; activity leaders	Termly	Participation data demonstrates equitable access and prompt follow-up.
Effective transitions	Use additional visits, visual information, communication passports and phased arrangements according to need.	SENDCo; phase leaders	At entry and transfer	Provision is ready and pupils and families report greater confidence.
Auxiliary aids	Assess, provide, maintain and review equipment and assistive technology; train users.	SENDCo; business manager	Termly / as needs change	Equipment demonstrably improves access and independence.

Priority 2: Physical environment

Target	Actions	Lead	Timescale	Success criteria
Maintain secure physical accessibility across the site	Continue to monitor entrances, routes, doors, lighting, acoustics, signage, toilets, classrooms, outdoor spaces and evacuation arrangements through established Enquire Learning Trust health and safety, premises and risk-assessment procedures.	Principal; site manager; SENDCo	Ongoing; annual review	Physical areas remain safe, accessible and well maintained, with any emerging barriers identified and addressed promptly.
Safe routes, arrival and circulation	Maintain routine checks of site routes, parking, drop-off, arrival points, thresholds, doors and corridors, including temporary hazards, weather-related risks and individual access	Site manager; office team; senior leaders	Ongoing	Pupils, families, staff and visitors can access and move around the site safely and confidently.

	needs.			
Learning, regulation and personal-care spaces	Continue to review classroom layout, quiet and regulation spaces, accessible toilet provision and personal-care arrangements through individual plans, care-plan reviews, health and safety checks and staff feedback.	Principal; SENDCo; site manager; class teachers	Termly and when needs change	Spaces continue to support dignity, safety, regulation, care, access to learning and re-engagement.
Outdoor access and inclusive play	Continue to monitor playgrounds, OPAL provision, Forest School, outdoor routes, surfaces, equipment, supervision and individual reasonable adjustments through risk assessment and provision review.	OPAL lead; Forest School lead; SENDCo; site manager	Ongoing; termly review	Pupils participate safely and meaningfully in outdoor learning, play and enrichment, with reasonable adjustments made where individual needs arise.
Accessible evacuation and emergency arrangements	Continue to monitor alarms, evacuation routes, assembly arrangements and the need for Personal Emergency Evacuation Plans following drills, changes in need, staffing changes or updates to evacuation procedures.	Fire lead; site manager; SENDCo	Annual / following change	Emergency arrangements remain safe, understood, practised and accessible for pupils, staff and visitors who require additional support.

Priority 3: Accessible information

Target	Actions	Lead	Timescale	Success criteria
Maintain accessible website information	Continue to monitor website accessibility during routine content updates and annual review, ensuring headings, fonts, contrast, links and image descriptions remain clear, accurate and accessible.	Office manager; website editor; SENDCo	Ongoing; annual review	Key website information remains accessible for pupils, families, staff and visitors.
Maintain accessible documents and communication	Continue to use clear language, supportive formatting, readable fonts, visual prompts and parent-friendly explanations in letters, resources, curriculum materials and key documents.	All staff; office team; SENDCo	Ongoing	This strength is maintained and information remains clear, inclusive and responsive to individual needs.
Alternative formats and communication preferences	Continue to identify communication preferences through admission, parent contact, SEND reviews and ongoing conversations, providing	Office manager; SENDCo; class teachers	On request / anticipated need	Families receive information in a usable format within a reasonable time and are able to engage with school processes.

	paper copies, simplified explanations, larger print, meetings, symbols or other reasonable formats where needed.			
Parent understanding and accessible meetings	Continue to support parents and carers by breaking down specialist language, systems and processes, offering explanation, reassurance and appropriate communication support before, during and after meetings.	SENDCo; class teachers; senior leaders; office team	As required; reviewed through feedback	Parents and carers understand key information, feel supported to ask questions and participate confidently in decision-making.
Accessible safety and safeguarding information	Continue to monitor emergency, medical and safeguarding information through policy review, staff briefings, induction processes and health and safety checks, adapting messages for individual pupils where required.	DSL; fire lead; SENDCo; site manager	Annual / after change	Pupils, families, staff and visitors can understand and act on essential safety, medical and safeguarding information.

12. Monitoring and evaluation

The Principal and SENDCo will review progress termly and report to the Academy Improvement Committee. Evidence may include pupil and parent voice, curriculum and enrichment participation, attendance, work scrutiny, outcomes from individual plans, staff training, premises audits, risk assessments, accessible-document checks, complaints, incidents and evidence of improved independence, belonging and achievement.

13. Resources

Budget and resource decisions will consider urgency, risk, the extent of the barrier, anticipated benefit, individual reasonable-adjustment duties, professional recommendations and available academy and Trust resources. A longer-term premises action does not remove the continuing duty to consider reasonable adjustments for an individual pupil.

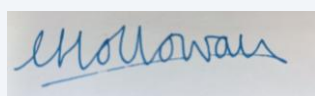
14. Complaints

Concerns should initially be raised with the class teacher, SENDCo or Principal as appropriate. Unresolved concerns may be pursued through the academy's published complaints procedure. Paper and alternative-format copies will be available on request.

15. Publication and review

- Publish the approved plan in an accessible area of the academy website.
- Provide paper or alternative-format copies where reasonably required.
- Share the plan with staff responsible for implementation.
- Review progress annually and revise the plan when new needs, barriers or statutory requirements arise.

16. Approval record

Role	Name	Signature	Date
Principal	Mrs V. Galt		1.09.2026
Vice Principal / SENDCo	Mrs G. Holloway		1.09.2026

Date of next annual progress review: 1/9/2027

Date of next full statutory review: 1/9/2029