

Highfield CE Primary School

Accessibility Plan

2026 – 2029



Approved by:	The Governing Body	Date: September 2026
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Last reviewed on:	September 2026
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Next review due by:	September 2027
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Statement of Intent

Highfield CE Primary School is committed to ensuring that all pupils, including those with disabilities, can access a full, rich and inclusive education. This plan sets out how the school will meet its duties under the Equality Act 2010 by improving access in three key areas:

1. **Access to the curriculum**
2. **Access to the physical environment**
3. **Access to information**

A disability is defined in the Equality Act 2010 as a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

Our aims are to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment to support pupils with disabilities.
- Improve the availability of accessible information for pupils and families with disabilities.

These aims will be delivered within reasonable timeframes and in consultation with pupils, parents, staff, governors and external professionals.

The governing body also recognises its responsibilities towards employees with disabilities and will ensure recruitment, working conditions and professional opportunities are accessible and equitable.

Legal Framework

This plan has due regard to:

- Equality Act 2010
- Children and Families Act 2014
- SEND Regulations 2014
- Education Act 1996
- Human Rights Act 1998
- DfE *SEND Code of Practice (2015)*
- DfE *Equality Act 2010: Advice for Schools*

This plan should be read alongside the school's:

- SEND Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Supporting Pupils with Medical Conditions Policy
- Health and Safety Policy
- Behaviour Policy

Roles and Responsibilities

Governing Body

- Approves and monitors the Accessibility Plan.
- Ensures the plan reflects statutory duties and school priorities.

Headteacher

- Ensures staff are aware of pupils' disabilities and medical needs.
- Works with the SENCO and external agencies to implement the plan.

- Ensures accessibility considerations inform school development.

SENCO

- Advises on provision for pupils with SEND and disabilities.
- Supports staff in making reasonable adjustments.
- Monitors accessibility needs across the school.

Staff

- Implement reasonable adjustments in teaching and daily practice.
- Ensure their actions do not discriminate against pupils with disabilities.
- Work collaboratively with families and professionals.

Accessibility Audit

An annual audit will be carried out by the governing body and senior leaders. It will review:

- Curriculum access
- Physical environment
- Information accessibility

The audit will consider a wide range of needs, including ambulatory, sensory, cognitive, communication and hidden disabilities. Findings will inform short-, medium- and long-term actions.

Planning Duty 1: Curriculum

Short-Term Targets (within 12 months)

- Ensure all staff consistently use **reasonable adjustments** in lessons.
- Audit classroom resources to ensure pupils with disabilities have access to adapted materials where needed.
- Provide staff refresher training on supporting pupils with sensory, physical and cognitive needs.

Medium-Term Targets (1–2 years)

- Review extra-curricular activities to ensure they are accessible, with reasonable adjustments made where required.
- Ensure trip planning includes an accessibility check for venues and transport.
- Embed accessibility considerations into curriculum planning cycles.

Long-Term Targets (2–3 years)

- Develop a sustainable approach to **assistive technology**, ensuring pupils who need it can access appropriate tools.
- Ensure digital learning platforms and resources meet accessibility principles.
- Review curriculum policies to ensure accessibility is embedded across subjects.

Planning Duty 2: Physical Environment

Short-Term Targets

- Conduct an annual walk-through to identify any physical barriers for pupils with mobility, sensory or medical needs.

- Make reasonable adjustments to classroom layouts to support access (e.g., quiet spaces, clear routes, appropriate seating).

Medium-Term Targets

- Improve signage across the school to ensure clarity, visibility and accessibility for all pupils.
- Ensure evacuation procedures are accessible and personalised for pupils with disabilities.

Long-Term Targets

- Ensure accessibility considerations are built into any future building works or refurbishments.
- Review outdoor spaces to ensure they support inclusive play and safe access.

Planning Duty 3: Access to Information

Short-Term Targets

- Ensure written communication is clear, plain-language and available in alternative formats where reasonably practicable.
- Review digital communication platforms for ease of navigation.

Medium-Term Targets

- Review the school website for accessibility and aim to meet WCAG principles where reasonably practicable.
- Ensure staff know how to support families with communication needs (e.g., language barriers, sensory needs).

Long-Term Targets

- Develop a consistent approach to accessible formats for key documents (policies, newsletters, reports).
- Review information accessibility annually as part of the accessibility audit.

Monitoring and Review

- This plan will be reviewed annually by the governing body.
- A full update will take place every three years.
- The plan will be published on the school website and made available in alternative formats on request.