Harbour Schools Partnership

A guiding light for education

St David's Primary School

Accessibility Plan

V3.0

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
	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.

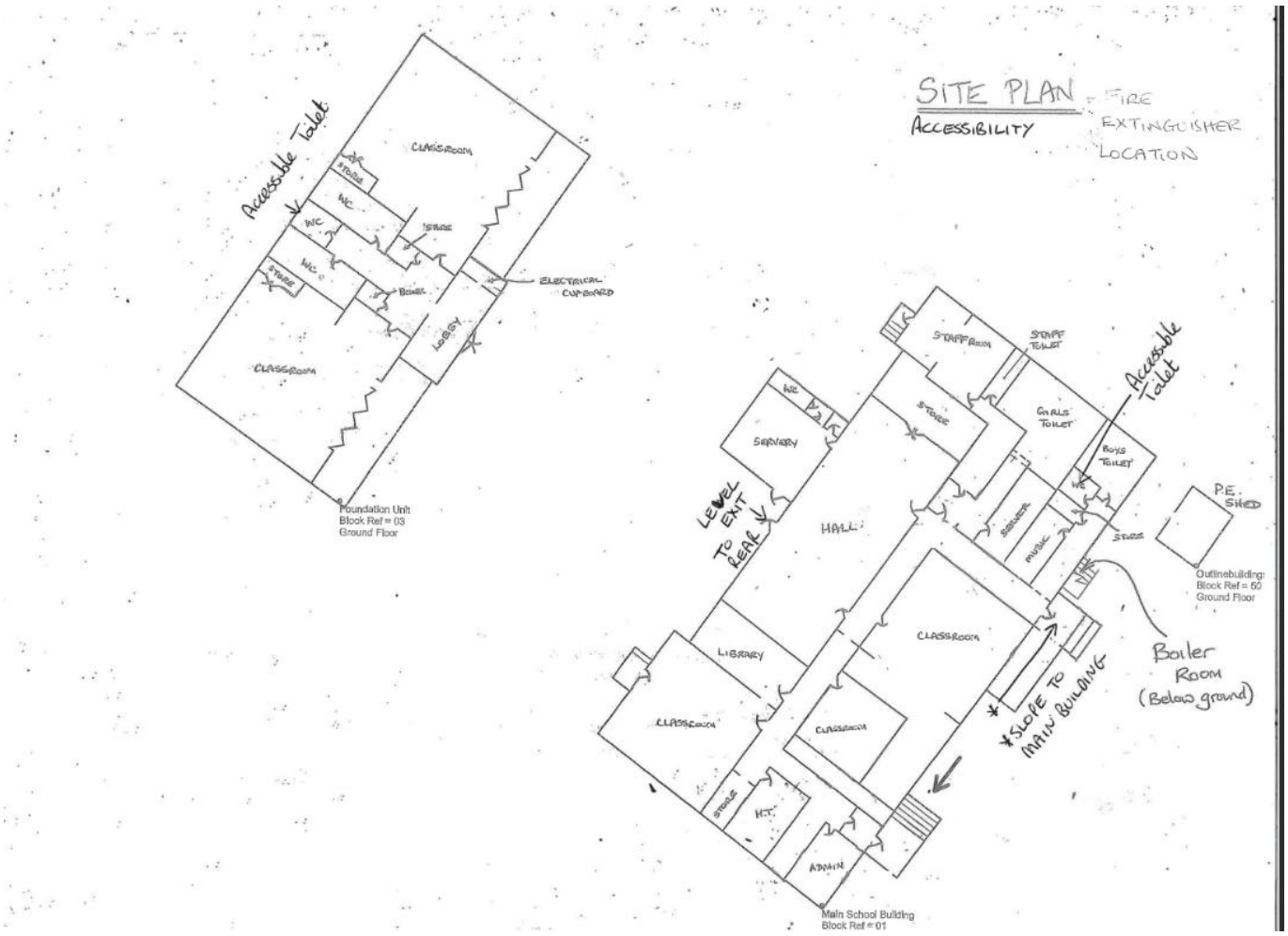
4.2 The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.

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


SITE PLAN
ACCESSIBILITY
FIRE EXTINGUISHER LOCATION
Accessible Toilet
CLASSROOM
STORE
WC
STAGE
BOILER
ELECTRICAL CUPBOARD
LOBBY
Foundation Unit
Block Ref = 03
Ground Floor
STAFF ROOM
STAFF TOILET
SERVERY
STORE
GIRLS TOILET
BOYS TOILET
HALL
LEVEL ENT TO REAR
P.E. SHED
Outbuilding
Block Ref = 50
Ground Floor
LIBRARY
CLASSROOM
Boiler Room (Below ground)
SLOPE TO MAIN BUILDING
H.T.
ADMIN
Main School Building
Block Ref = 01

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 : St David's 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
Relevant resources to reflect diversity of wider community	Curriculum resources include examples of people with disabilities/ diversity e.g. 1Decision Ch aranga Scheme	Diversity of reading books increased 2025-26 Ensure diversity is maintained and enhanced when purchasing curriculum resources	Cost of resources:	Annually Main Annual Budget resource	Ongoing 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	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). Specialist software to be purchased as required acc ording to pupil need		Review Yearly	Ongoing Monitoring of IT provision termly as part of School improveme nt tasks Drop ins etc	ICT Strategy group Lesson Observations Pupil's IEP/ My Plans, meetings & reviews
PSHE curriculum to demonstrate progres sion and promote positive attitudes	Comprehensive PSHE curriculum - 1Decisio n Promotion of positive attitudes to disability Assembly links to PSE	Continue to develop resources reflective of diverse community to support curriculum delivery	Costs identified via Subject Leaders		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.

Accessible PE Curriculum	Review PE curriculum to include disability sports Engage in disability competitions (as appropriate) Fun Fit program running as needed for targeted children from each year group – linked to 'My Plans'	Play Leaders in place to support playtime provision Focus on disadvantage via PE coaches	Transport to events, occasional cover a nd subscriptions	Annual Subscription s	Ongoing PE Coordinator to review as part of monitoring cycle	Meetings with children (school council) to review the PE curriculum to ensure it best meets their needs.
Access to trips & residentials	Risk assessments undertaken to identify possible actions/ reasonable adjustments. Venues/Transport vetted for suitability and discussions with chosen provider to make reasonable adjustments. Consultation with parents.	Individual case review: bespoke alternative trip arrangements where not possible to participate.	Utilise parents to assist with alternative provisi on – no additional cost.	Y6/ 5 have a bi-annual residential trip organised Access arrangement s	Yearly All staff for all trips/visits 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 Updates incl SEN aspects SENCO Drop ins SEND Network External specialists invited – cascade training e.g. HI/VI • Trust wide CPD	Focused discussion with staff at termly My Plan reviews to highlight training needs.	Cost of external specialist team training	Reflects needs of school and reviewed regularly	Ongoing SENDCo/S LT to monitor CPD needs and delivery	Staff feel they have received adequate training for challenges faced. Increased staff confidence. 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	Pupil needs are communicated to all staff, and provision is explained in the My Plan Pupil Passport Professional external support received where needed & incorporated in to plans	Continue to develop EY provision for pupils with enhanced needs. SEND Monitoring part of all School improvement activity Book look Learning walk	Staff CPD budget TIP visits	Reviewed termly	Ongoing SENDCo/S LT to monitor CPD needs and ensure	Children feel supported with different strategies. Classrooms to be 'communication friendly' zones.

access classroom/ curriculum)	Minimizing clutter and excessively colourful displays Individual workstations with fewer distractions (where appropriate) access to sensory tools as needed Personal headphones Access to safe spaces	Lesson drop in			provision is matched	
Provision in place for pupils /staff with visual learning requirements	Individual visual timetables provided as required Provide large scale copies of work as required Writing slopes IT used as appropriate	Ensure staff needs are reviewed regularly. Sufficient provision of resources /ICT provision as need arises.	Resources provided as part of EHCP as needed.	Reviewed on new intake basis/ recruitment	Ongoing SENDCo/SLT to monitor & liaise with agencies	Pupil feedback & progress monitoring.
Identification and provision for dyslexic pupils/pupils with dyspraxia	SENDCo training Resources available to support dyslexia/dyspraxia & strategies to make classrooms dyslexia friendly Yearly Subscription to NESSY for some children Little Wandle Dyslexia Team drop ins	Cascade training to staff Recommendations from dyslexia assessments incorporated in to My Plans	As needed	Yearly	Ongoing SENDCo/SLT to monitor & liaise with agencies & ensure update of subscriptions	Children feel supported with different strategies. 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 Visual resources in place (i.e CIP Communication In Print/ Widgit) 'Now & Next' cards Seating plan in place Sensory breaks Reduce background noise (use of personal headphones)	Voice Mic use with Baha Band HI teacher recommendations	equipment purchase/hire as appropriate	Review according to new pupil need	Ongoing SENDCo/SLT to monitor & liaise with agencies	Pupil feedback & progress monitoring.
Progress to identify issues	Clear identification of relevant pupils DGR, SEND mtgs, PPMs, Provision Maps -monitor progress Adaptation in lessons Scaffolding Meta cognition Instruction IT Grouping	meetings between SLT, SENCO & Teaching team			Ongoing SENDCo/SLT to monitor & liaise with agencies	closing the gap. School data reflects good provision.
Accurate monitoring of interventions and provision	Clear intervention pathway updated Sept 26 Termly review of targets with interim checks	Regular Monitoring Intervention CPD Sep 26 TA Aduit of interventions		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	Accessible toilet available to all Accessible toilet alarm regularly checked	Regular inspection of accessible toilet alarm		Ongoing	Ongoing Picked up through H&S walks	Accessibility Audit Termly premises checklists

	Accessible toilets kept free from clutter and access to them kept clear	Site check to include accessible access			Staff to raise access issues	
Specific access needs	Plans for individual pupils/ staff/ governors/ visitors as required Wheelchair access onto site PEEPs in place for pupils/staff as appropriate External pathways clear, safe and signposted Parental meetings can be arranged in an alternative space or via TEAMs Access audit completed annually	Annual reminder via newsletter to request notification of any access barriers for parents/ survey accessibility issues PEEPS to be regularly reviewed (at least annually) Signage of evacuation procedures reviewed and improved – consider bilingual requirements for		Ongoing	Ongoing All staff to monitor needs and link with SENDCo	Access audit Termly classroom checklists completed Termly H&S inspections Annual H&S preaudits completed
Access and safety on site for parents/ visitors with visual impairments	Level access to office areas via slope and corridor *Step edges highlighted in yellow paint* Sufficient exterior lighting & regularly checked 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 HT link to H&S governor – termly report to governors	Access audit H&S walkaround RA008- Fire Risk assessment Fire Evacuation Plan

Safety for pupils with disabilities	Alarms have visual and auditory components Regular fire drills *Step edges highlighted in yellow/black* Sufficient exterior lighting & regularly checked	Outside lighting in playground (EY entrance) to be increased		Ongoing	Ongoing 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 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 Audit of environment – termly (SLT)	Accessibility audit
Languages other than English to be visible	Translation of pupil reports as needed Welcome signs in many languages when needed Emails/SMS translated (Google translate) as needed Key signs in languages for EAL pupils Interpreter/ sign language / EAL specialist teams used to support new starters as required	Review signage/ language needs when new pupils arrive and require Dual coding (pictorial & written prompt cards) Language ambassadors to support	Interpreter / specialist team support costs as required	Ongoing	Ongoing Audit of environment – termly (SLT)	Accessibility audit

Parents with reading difficulties unable to read letters from school	Letters and emails written in simple English as much as possible Large print, braille & audio formats made available as requested for school communications including homework 'How to translate video' created for word documents, pdfs and websites into different languages to support our learners /parents Website able to translate	Follow-up phone calls to parents known to have reading difficulties Monitor uptake of alternative formats Use of 'Communicate in Print/ Widgit' or equivalent software	None	Ongoing	Ongoing Admin team SLT Staff to consider communication Annual response in parent survey	Parent survey
Ease of access to inhalers and epipens for pupils with diagnosis of asthma and/or specific allergies	Class teachers know which pupils are affected and have up-to-date medication stored in classrooms. (In Medical box) Spare EpiPens kept on hooks in KS1 and KS2 corridors. Expiry dates reviewed yearly. Staff trained regularly. Medical prompt cards for specific pupils with need	Provide medical handover notes to teachers at start of academic year.		Ongoing All staff have allergy awareness training Sept 26	Ongoing	Accessibility audit Medical list reviewed September and admin update as necessary. 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.

It is the Headteacher and LGB's responsibility to review the **individual school plan** annually to monitor the effectiveness by:

- 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.