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Accessibility Policy

Policy written	September 2026
Agreed by Governors	
Next Review	September 2029
Head teacher	Mr S Wright 
Chair of Governors	Mrs E Scorer 

Aims

This policy sets out how Whitby Heath Primary School will fulfil its duties to increase access to education for disabled pupils and to promote equality of opportunity.

The Accessibility Plan covers the three areas required by Schedule 10 to the Equality Act 2010:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education, facilities and services; and
- improving the delivery to disabled pupils of information that is readily accessible to pupils who are not disabled.

The school will resource, implement, monitor and review the plan and will revise it where circumstances, pupil needs, premises or legal requirements change.

The Accessibility Plan will be published on the school website and will be available in an alternative format on request.

Legislative and statutory framework

This policy should be read alongside the school's SEND Information Report and other relevant policies which are available on the school website.

The legal and statutory framework is:

- Equality Act 2010, including Schedule 10 (accessibility for disabled pupils), the duty not to discriminate against disabled pupils, the duty to make reasonable adjustments, and the Public Sector Equality Duty where applicable.
- Children and Families Act 2014, Part 3, including section 69 (SEN information report) and section 100 (support for pupils with medical conditions).
- Special Educational Needs and Disability Regulations 2014, including Schedule 1 requirements for SEN information.
- SEND Code of Practice: 0 to 25 years (statutory guidance), current DfE version.
- Children's Wellbeing and Schools Act 2026 and associated statutory allergy-safety requirements applying from September 2026, which require schools to publish and review an allergy safety policy and have regard to statutory allergy-safety guidance.

The school will also have regard to current Department for Education guidance and local-authority requirements relating to SEND, medical conditions, equality and accessibility.

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. The Equality Act definition is the relevant definition for this policy.

Disability can include physical impairments, sensory impairments and long-term health conditions. The school will consider the individual circumstances and barriers faced by each pupil rather than relying solely on a label or diagnosis.

School commitment

Whitby Heath Primary School is committed to inclusion and to removing barriers to learning and participation. We will:

- promote equality of opportunity and dignity for disabled pupils;
- avoid direct and indirect discrimination, discrimination arising from disability, harassment and victimisation;
- make reasonable adjustments where required;
- anticipate, where reasonably possible, the access needs of disabled pupils;
- involve pupils and parents/carers when identifying barriers and planning support;
- work with the SENCOs, staff, the local authority and relevant health or specialist services;
- ensure disabled pupils have appropriate access to the curriculum, assessment, school life, trips, clubs, care provision and information;
- ensure staff understand that reasonable adjustments may involve teaching, assessment, communication, equipment, timetabling, physical access or other aspects of school life;
- monitor whether adjustments are effective and change them where they are not; and
- ensure accessibility is considered when procuring resources, designing communications, planning activities and making changes to the school environment.

Reasonable adjustments

The school will take reasonable steps to avoid substantial disadvantage to disabled pupils compared with non-disabled pupils.

Reasonable adjustments may include, depending on the individual need:

- changes to the way teaching, learning or assessment is delivered;
- additional time, rest breaks or alternative arrangements;
- adapted or alternative resources and formats;
- assistive technology or auxiliary aids;
- alternative communication systems;
- changes to classroom layout, seating or routes around the school;
- adjustments to school routines, activities or participation arrangements;
- support for access to trips
- changes to the way information is communicated to pupils and parents/carers.

The school will consider adjustments in advance where possible and will respond promptly when a new need arises.

Curriculum and participation

The school will strive to ensure that the curriculum is accessible to disabled pupils. Teachers and subject leaders will consider:

- how information is presented;
- how pupils can demonstrate learning;
- communication needs;
- sensory and physical access;
- assistive technology and other resources;
- differentiation and reasonable adjustments to teaching and assessment;
- participation in PE, educational visits, clubs and enrichment; and
- transition arrangements between classes, phases and settings.

The aim is full and meaningful participation wherever reasonably possible, while recognising that individual adjustments must be based on the pupil's circumstances.

Physical environment

The school will keep the physical accessibility of the site under review. This includes entrances and routes, classroom layouts, toilets, playgrounds, specialist spaces, signage, lighting, acoustics, furniture and access to activities.

Where a physical feature places a disabled pupil at a substantial disadvantage, the school will consider appropriate measures through its Accessibility Plan and wider premises management arrangements, including adaptations to the physical environment where appropriate.

Accessible information and digital accessibility

Information provided to pupils and parents/carers will be made available in an accessible format where reasonably required.

The school will use appropriate formats and communication methods, which may include large print, simplified or structured text, electronic formats, audio, symbols, visual supports or other methods identified for an individual pupil.

Trips, visits, clubs and care provision

All school trips, educational visits, residential visits, after-school clubs and care provision will be planned with accessibility in mind.

Visit leaders will consider the needs of disabled pupils at an early stage, including transport, venues, routes, accommodation, activities, medication/health needs, communication and emergency arrangements. Risk assessments will include relevant access considerations.

The school will not exclude a disabled pupil from an activity simply because additional planning or reasonable adjustments are required.

Medical conditions and allergy safety

Accessibility planning is linked to the school's arrangements for pupils with medical conditions.

From September 2026, the school will maintain a separate allergy safety policy in accordance with the Children's Wellbeing and Schools Act 2026 and the Department for Education's statutory allergy-safety guidance. That policy will be reviewed at least annually and published on the school website.

Where a medical condition or allergy affects access to learning or school life, the school will consider reasonable adjustments and individual arrangements alongside the relevant medical-conditions and allergy-safety procedures. This accessibility policy does not replace the school's separate allergy safety policy or Individual Healthcare Plans.

Staff training and expertise

The school will provide appropriate information, advice and training so that staff understand disability, reasonable adjustments, communication needs and inclusive practice.

The SENCOs will maintain an overview of the needs of disabled pupils and will work with the headteacher, teachers, support staff, parents/carers and specialist services as appropriate. The school will use relevant expertise from the local authority, health services and other specialist providers.

Consultation and involvement

The school will, where appropriate, seek and consider the views of disabled pupils and their parents/carers when identifying barriers to access, considering reasonable adjustments and reviewing the effectiveness of accessibility arrangements. The views of pupils will be sought in an age- and communication-appropriate way.

Governance, monitoring and review

The governing body is responsible for ensuring that the school has an accessibility plan and for providing appropriate oversight and challenge.

Senior leaders will monitor implementation, and the SENCOs will contribute information about the needs and experiences of disabled pupils.

Monitoring will consider:

- progress against each action;
- whether reasonable adjustments are being made effectively;
- feedback from pupils, parents/carers and staff;
- participation and access to curriculum and activities;
- physical access issues and premises works;
- accessibility of information and digital content; and
- changes in legislation, statutory guidance or the school's pupil population.

Accessibility Plan 2026–2029

Issue / priority	Action	People / resources	Timescale	Success criteria	Monitoring
Accessible entry, parking and routes	Maintain clear access to key routes; review routes and signage when pupil needs or site arrangements change.	Headteacher / premises staff	Ongoing; review annually	Accessible routes remain available and issues are acted on promptly.	Premises checks; feedback from pupils, parents/carers and staff.
Classroom accessibility	Review classroom layouts and furniture to provide appropriate space, seating and access for pupils with physical, sensory or communication needs.	Class teachers / SENCOs	Ongoing; termly review where needed	Pupils can move, learn and participate safely with agreed adjustments.	Classroom checks; pupil voice; SENCO review.
Accessible curriculum and assessment	Embed consideration of reasonable adjustments, accessible resources, communication methods and assessment arrangements in curriculum planning.	Teachers / subject leaders / SENCOs	2026–2029	Curriculum and assessment arrangements remove identified barriers.	Planning scrutiny; pupil progress meetings; pupil/parent feedback.
Staff knowledge and training	Provide staff with appropriate training/information on disability, reasonable adjustments, inclusive communication and individual access needs.	Headteacher / SENCOs	Annual training cycle	Staff understand their responsibilities and can implement agreed adjustments.	Training records; staff feedback; monitoring of adjustments.
Trips, visits, clubs and care	Plan accessibility at the earliest stage of visits and activities; consider transport, venues, activities, communication, health needs and emergency arrangements.	Visit leaders / EVC / club leaders / headteacher	Ongoing	Disabled pupils can participate in school activities with appropriate adjustments.	Visit planning and risk assessments; pupil/parent feedback.

Medical conditions and allergy safety	Ensure accessibility planning links with the separate medical-conditions and allergy-safety arrangements; ensure reasonable adjustments are considered for pupils whose medical needs affect participation.	Headteacher / SENCOs / designated medical lead	From Sept 2026; annual review	Relevant pupils have safe, individualised and inclusive arrangements.	Policy review; IHP review where applicable;
Governance and compliance	Governing body to receive an annual accessibility update and ensure the plan is adequately resourced, implemented and reviewed.	Governing body / headteacher	Annual	Governors have assurance about implementation, impact and legal compliance.	Governor report; annual policy/plan review.
Digital accessibility	Review the accessibility of the school website, online forms and essential digital information; maintain the website accessibility statement and provide alternative means of accessing information where required.	Headteacher / website lead / SENCOs	Annual review	Essential online information and services are accessible, with identified barriers addressed promptly.	Governor report; annual policy/plan review.