



Heather Garth
Primary Academy
Stars Aiming High

Accessibility Plan

Policy Review Details

This review date is a guideline only and if circumstances or recommendations change then the policy will be reviewed and amended as appropriate.

This policy will be reviewed by the Governing Body on a 3 yearly basis

Date of Issue: Summer 2026

Chair of Governors Signature

Headteacher Signature

Date of next review: Summer 2029

1. Introduction

This Accessibility Plan outlines the school's commitment to ensuring equality of opportunity and access for all pupils, staff, parents, and visitors, including those with disabilities and additional needs. The school is committed to providing an inclusive environment in which all learners can participate fully in school life and achieve their potential.

The plan sets out how the school will:

- Increase access to the curriculum for pupils with a disability or additional needs
- Improve the physical environment of the school to enable access for all
- Improve the delivery of information to pupils and families with disabilities, ensuring information is accessible in appropriate formats

This plan supports the school's wider ethos of inclusion, equality, and high expectations for all pupils.

2. Legal Context

This Accessibility Plan is written in accordance with the requirements of:

- The Equality Act 2010, which places a duty on schools to make reasonable adjustments for disabled pupils and not discriminate against them
- The Special Educational Needs and Disability (SEND) Code of Practice (2015)
- The Children and Families Act 2014, which promotes inclusive education and support for children with SEND

Under the Equality Act 2010, schools are required to have an Accessibility Plan that addresses three key areas:

1. Increasing access to the curriculum for disabled pupils
 2. Improving the physical environment of the school
 3. Improving the accessibility of information provided to pupils and families
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3. Aims of the Accessibility Plan

The school aims to:

- Ensure all pupils, including those with disabilities, have full access to a broad and balanced curriculum
- Remove or reduce barriers to learning and participation
- Provide appropriate resources and support to enable all pupils to succeed
- Promote independence and inclusion for all learners
- Ensure equality of opportunity in all aspects of school life

3. Action plan – 2026-2029

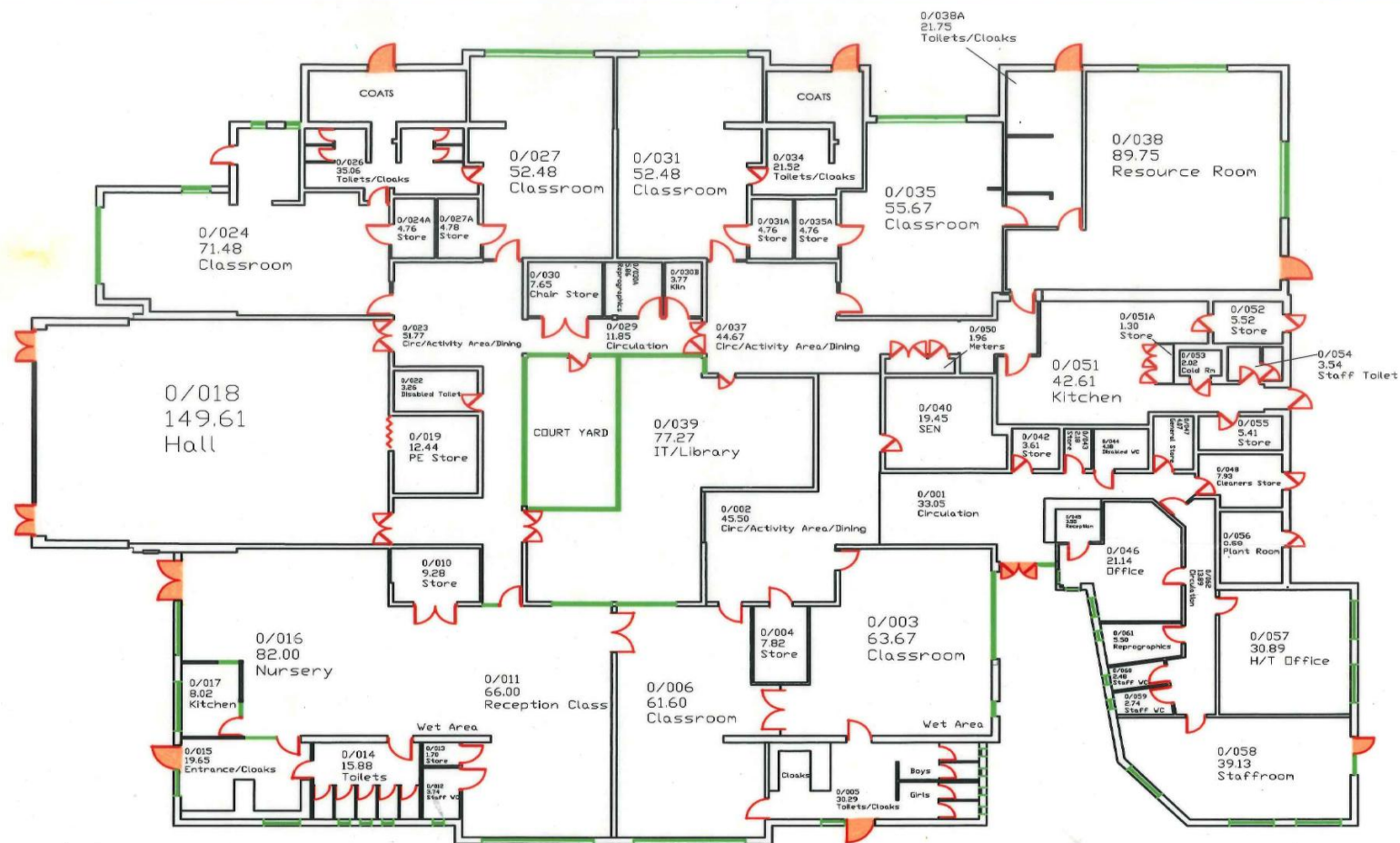
This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Target	Action	Responsibility	Timescales	Success Criteria
Ensure the school site is fully accessible for all pupils, staff and visitors	Conduct regular accessibility audits of the school site; implement reasonable adjustments including ramps, handrails and improved signage where required	Headteacher / Site Manager / Governing Body	Ongoing (reviewed annually)	The school environment enables safe and equitable access for all users, with barriers to mobility removed or significantly reduced
Ensure all learning environments are inclusive and accessible	Review classroom layouts, lighting and acoustics; ensure appropriate seating and equipment is provided to meet individual needs	SLT / Class teachers / SENCO	Ongoing	Pupils with additional needs are able to access learning without unnecessary barriers
Improve access to curriculum resources for pupils with additional needs	Provide adapted resources including large print, visual supports, and assistive technology	SENCO / Curriculum leaders	Within 12 months and ongoing	Pupils with SEND demonstrate improved engagement and progress due to accessible learning materials
Develop staff expertise in inclusive practice and accessibility	Provide regular professional development on SEND, adaptive teaching and disability awareness	SENCO / SLT	Termly	Staff consistently demonstrate inclusive practice that meets the needs of all learners
Strengthen communication accessibility for pupils and families	Implement consistent use of visual supports, simplified language and alternative communication systems where appropriate	Teaching staff / SENCO	Immediate and ongoing	Communication with pupils and families is clear, accessible and supports engagement in school life
Ensure full accessibility of educational visits and enrichment activities	Carry out thorough risk assessments and implement reasonable adjustments to enable participation	Trip leaders / SLT	Prior to each activity	All pupils are able to participate in enrichment activities safely and meaningfully
Ensure the curriculum is fully inclusive and regularly reviewed	Audit curriculum content to ensure accessibility and representation; adapt materials to meet diverse needs	Curriculum leaders / SENCO	Annual review cycle	Curriculum planning demonstrates inclusivity and meets the needs of all learners effectively

Accessibility Plan

Enhance use of assistive technology to support independence	Identify and deploy appropriate assistive technologies; provide training for staff and pupils	SENCO / ICT lead	12–24 months	Pupils with additional needs are increasingly independent in their learning through effective use of technology
Establish robust systems for identifying and addressing accessibility barriers	Implement clear reporting and monitoring systems for accessibility issues	SLT / Governors	Ongoing	Barriers are identified promptly and addressed in a timely and effective manner
Strengthen engagement with pupils and parents regarding accessibility	Conduct regular consultations and gather feedback to inform improvements	SENCO / SLT	Termly	Pupil and parent voice informs continuous improvement in accessibility provision

A plan of the school buildings showing areas of accessibility is shown below



EXIT - FIRE EXITS



DCSF No:	2120
School Name:	Heather Garth Primary
Blocks:	Block A - Main Block (Ground Floor)
Scale:	NTS
Date Drawn:	04.05.04
Date Amended:	
Revision No:	

Original drawing prepared by NFEES/UKT-943/42/1 (IRD 04.05.04)