Harbour Schools Partnership

A guiding light for education

Accessibility Plan

V3.0

Date Adopted:	**8th July 2026**
Reviewed on:	**September 2026**
Author/owner:	**Board of Trustees**
Anticipated Review:	**July 2028**

NB. 'Trustees' means the Directors referred to in the Trust's Articles of Association.

Table of Contents

1. History of most recent policy changes ..... Error! No bookmark name given.

2. Links to other Trust Policies ..... Error! No bookmark name given.

3. Aims ..... Error! No bookmark name given.

4. Legislation and guidance ..... Error! No bookmark name given.

5. A Plan of the school buildings showing areas of accessibility ..... Error! No bookmark name given.

6. Action Plan ..... Error! No bookmark name given.

6.3CURRICULUM ..... **Error! No bookmark name given.**

6.4Physical Environment ..... **Error! No bookmark name given.**

6.5 Information and Communication ..... **Error! No bookmark name given.**

7. Monitoring and arrangements ..... Error! No bookmark name given.

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.

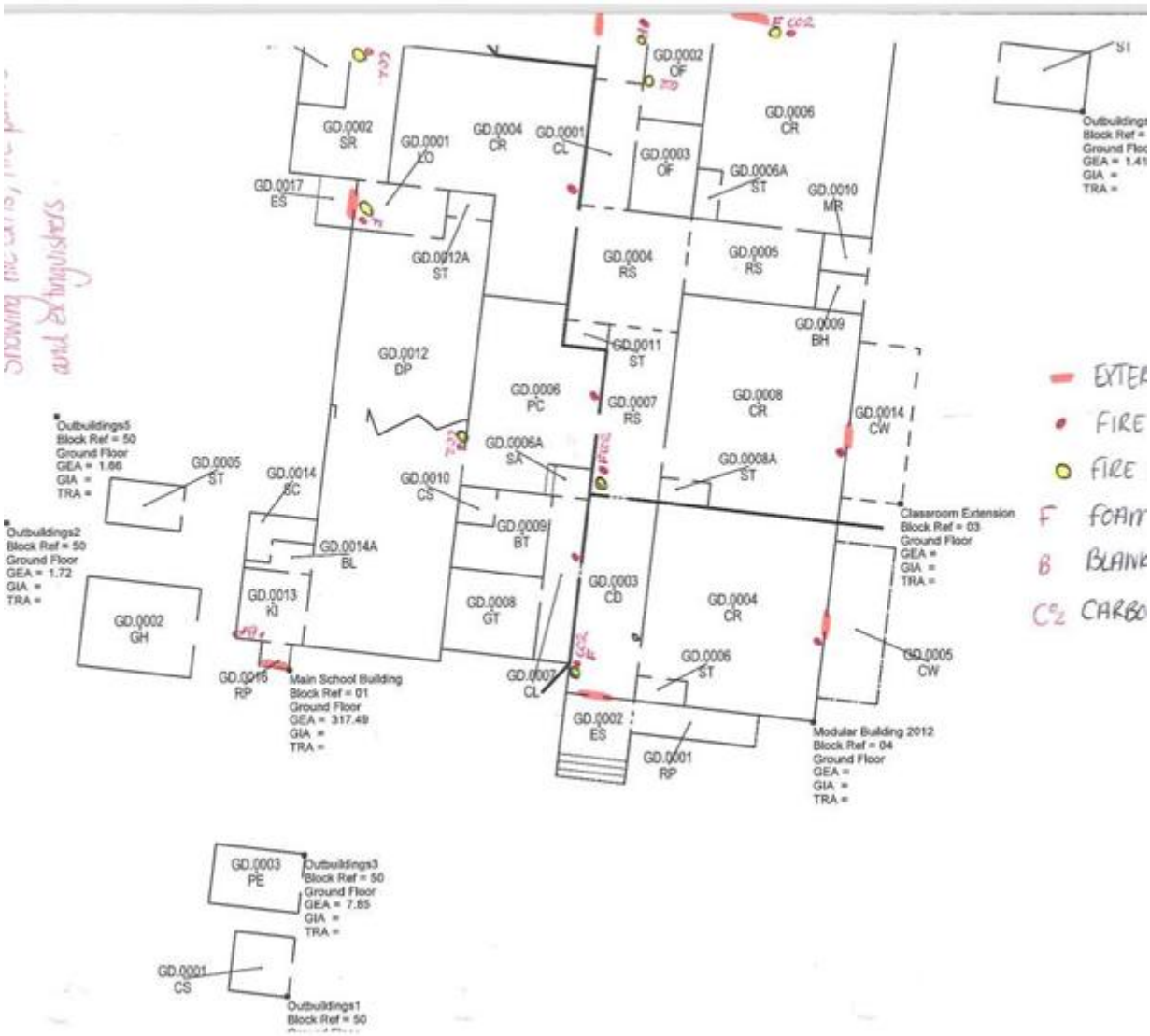
4.2 The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.

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


GD.0002 OF
GD.0006 CR
GD.0002 SR
GD.0001 LO
GD.0004 CR
GD.0001 CL
GD.0003 OF
GD.0006A ST
GD.0010 MR
GD.0017 ES
GD.0012A ST
GD.0004 RS
GD.0005 RS
GD.0009 BH
GD.0011 ST
GD.0012 DP
GD.0006 PC
GD.0007 RS
GD.0008 CR
GD.0014 CW
GD.0006A SA
GD.0008A ST
GD.0005 ST
GD.0014 SC
GD.0010 CS
GD.0009 BT
GD.0014A BL
GD.0013 KI
GD.0008 GT
GD.0003 CD
GD.0004 CR
GD.0002 GH
GD.0016 RP
GD.0007 CL
GD.0006 ST
GD.0005 CW
GD.0002 ES
GD.0001 RP
Outbuildings5
Block Ref = 50
Ground Floor
GEA = 1.66
GIA =
TRA =
Outbuildings2
Block Ref = 50
Ground Floor
GEA = 1.72
GIA =
TRA =
Main School Building
Block Ref = 01
Ground Floor
GEA = 317.49
GIA =
TRA =
Classroom Extension
Block Ref = 03
Ground Floor
GEA =
GIA =
TRA =
Modular Building 2012
Block Ref = 04
Ground Floor
GEA =
GIA =
TRA =
GD.0003 PE
Outbuildings3
Block Ref = 50
Ground Floor
GEA = 7.85
GIA =
TRA =
GD.0001 CS
Outbuildings1
Block Ref = 50
EXTER
FIRE
FIRE
F FOAM
B BLANK
CO2 CARBO

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 : Bolham 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 Scheme	Diversity of reading books increased. Ensure diversity is maintained and enhanced when purchasing / loaning 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 accor-ding to pupil need		Review Yearly	Ongoing Monitoring of IT provision termly as part of School improvement tasks Drop ins etc	ICT Strategy group Lesson Observations Pupil's IEP/ My Plans, meetings & reviews

PSHE curriculum to demonstrate progression and promote positive attitudes	Comprehensive PSHE curriculum - 1Decision Promotion of positive attitudes to disability Assembly links to PSHE	Continue to develop resources reflective of diverse community to support curriculum delivery	Costs identified via Subject Leaders	Order placed in June *(Purchase window)* for next year.	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 every half term for targeted children from each year group – linked to 'My Plans'	Additional training for MTAs in playground games to help give disadvantaged children a greater range of structured activities at lunch times Focus on disadvantage via PE coaches	Transport to events, occasional cover and subscriptions	Annual Subscriptions	Ongoing PE Coordinator to review as part of monitoring cycle	Termly meeting with children (school council) to review the PE curriculum to ensure it best meets their needs.
Breakfast/ lunchtime /after school activity participation	After School Club accessible to all pupils A range of clubs provided by school staff. SEND and PP sports events attended to give equity to children in competitive and non-competitive enrichment opportunities. Wheelchair access available to activities and venues. Risk Assessments to support participation for pupil(s) with wheelchair	Discussions with School Club leaders to review 1:1 provision as need arises.	Supportive payments and priority places for PP children in breakfast/ lunch and after school clubs. Costs of unbudgeted additional staffing ratios as required in the event of a new pupil needing 1:1 provision at sports or other clubs.	Clubs are registered at the beginning of the terms and membership is monitored on an ongoing basis. Analysis of pupil groups	Ongoing Monitored termly SLT	Pupils feel able to participate equally in out of school activities.

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. (Recent RA completed for child with access needs in wheelchair)	Utilise parents to assist with alternative provision – no additional cost.	Y5 & Y6 have annual residential trip organised Access arrangements (inc. Diabetes/ Epilepsy)	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 surgeries SEND Network External specialists invited – cascade training e.g. HI/VI • Trust wide CPD	Focused discussion with staff at termly IEP reviews to highlight training needs.	Cost of external specialist team training	Reflects needs of school and reviewed regularly	Ongoing SENDCo/SLT 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 access classroom/ curriculum)	Pupil needs are communicated to all staff, and provision is explained in the IEP/My Plan / Pupil Passport Professional external support received where needed & incorporated in to plans 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	Continue to develop EY provision for pupils with enhanced needs. SEND Monitoring part of all School improvement activity Book look Learning walk Lesson drop in	Staff CPD budget SENDCo from another local Trust school to share specialist good practice	Reviewed termly	Ongoing SENDCo/SLT to monitor CPD needs and ensure provision is matched	Children feel supported with different strategies. Classrooms to be 'communication friendly' zones.

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	Ensure staff needs are reviewed regularly. Would arrange 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	Cascade training to staff New toolkits/research monitored and identified Recommendations from dyslexia assessments incorporated in to 'My Plans'	£500	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)	Sound field System to amplify teacher's voice (if appropriate) 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 Termly review of targets with interim checks	Regular Monitoring		Ongoing	Ongoing SENDCo/SLT to monitor	Interventions support children in

The information set out in the column of 'current good practice' are **examples** to guide your own analysis of your current practice. They are not a thorough representation of good practice – you will need to adapt it to suit your trust's context.

6.4 PHYSICAL ENVIRONMENT

Accessibility issue (or potential issue)	Measures already in place	Further actions required	Resources (cost)	Timescales	Completion date	Monitoring and Impact

Specific access needs	Plans for individual pupils/ staff/ governors/ visitors as required Accessible car parking Wheelchair access onto site/ disabled car parking space available 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 EAL pupils • Termly (min)		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 *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

The information set out in the column of 'current good practice' are **examples** to guide your own analysis of your current practice. They are not a thorough representation of good practice – you will need to adapt it to suit your trust's context.

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
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 Emails/SMS translated (Google translate) Key signs in languages for EAL pupils Interpreter/ sign language / EAL specialist teams used to support new starters/ Y6 tests 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 for pupils with diagnosis of asthma and/or specific allergies	Class teachers know which pupils are affected and have up-to-date inhalers stored in classrooms. EpiPens kept in main office. Expiry dates reviewed yearly.	Provide medical handover notes to teachers at start of academic year, to supply teachers in advance and emergency info kept in red folder. Provide list of medical issues to lead lunchtime supervisor & copies available from the office.		Ongoing	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.