EARLSMEAD

PRIMARY SCHOOL

Accessibility Policy and Plan

SUCCESS *for* ALL

Written by	B. Graham
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BOT Ratified	October 2026
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MISSION STATEMENT

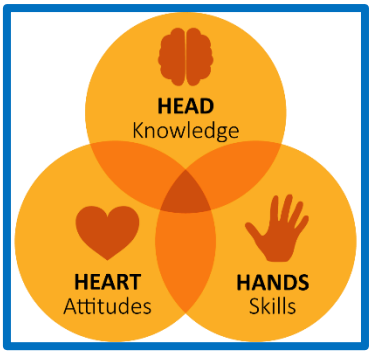
At Earlsmead Primary School, our mission is to empower every child through a holistic approach encompassing our school motto of Head, Heart, and Hands. We will cultivate curious minds (Head), nurture compassionate spirits (Heart), and develop the practical skills (Hands) needed to thrive in an ever-changing world

OUR VISION

Everyone achieving to their full potential.

OUR MOTTO

Head, Heart, Hands



OUR VALUES

Head:	**1.** Curiosity	**2.** Achievement
Heart:	**3.** Integrity	**4.** Care
Hands:	**5.** Creativity	**6.** Collaboration

This policy should be read in conjunction with the Earlsmead SEND Policy, SEND Information Report, Health and Safety policy; Medical policy, Safeguarding Policy and PSHE Policy. This policy aligns with the Harrow Accessibility Policy and Plan: https://www.harrow.gov.uk/council/accessibility

Definition of Disability

The Equality Act 2010 gives a broad definition of disability: *A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.*

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA 'substantial' means 'more than minor or trivial'. 'Long-term' means has lasted or is likely to last more than 12 months.

The definition is broad and includes children with a wide range of impairements, including learning disabilities, dyslexia, autism, and speech and language impairments. Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day to day activities is adverse, substantial and long-term. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.

A significant number of pupils are included in the definition.

Normal Day to Day Activity
The test of whether the impairment affects normal day to day activity is whether it affects one or more of the following:

- Mobility;
- Manual dexterity;
- Physical coordination;
- Continence;
- Ability to lift, carry or otherwise move everyday objects;
- Speech, hearing or eyesight;
- Memory or ability to concentrate, learn or understand;
- Perception of risk of physical danger.

The definition of SEND includes many, but not all, disabled children. A disabled child has SEND if they have a disability and need special educational provision to be made for them in order to be able to access the education which is available locally.

Aims and Objectives

Earlsmead Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

This document aims to clarify the school's legal duty to improve accessibility for disabled pupils, establish a strong ethos of inclusivity, outline the school's plans to improve the levels of access to all people regardless of their abilities, provide an audit of the current position and outlines an action plan to further enhance accessibility within the school for its pupils, staff and wider school community. Earlsmead Primary School Accessibility Plan (Appendix 1) shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practical.

Schools are required under the Equality Act 2010 to have an accessibility plan.

The Accessibility Plan contains relevant and timely actions to:

- Increase the extent to which disabled pupils can participate in the curriculum and contain relevant and timely actions to increase access for pupils with a disability, ensuring that pupils with a disability are as, equally prepared for life as are our pupils who do not have a disability; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers expanding the curriculum as necessary to ensure that pupils are as equally prepared for life; this covers teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, adding specialist facilities as necessary.
- Improve the availability of accessible information to disabled pupils and their families, staff and visitors with disabilities; examples might include handouts, timetables, newsletters, texts and information about the school and school events. The information should be made available in various preferred formats within a reasonable timeframe.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan. Our school's complaints procedures cover the accessibility plan and are available on the school website: https://www.earlsmeadprimaryschool.co.uk/attachments/download.asp?file=3614&type=pdf

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Responsibilities

To help us meet the aims of the policy, the persons below have the following responsibilities:

Role of Stakeholder	Responsibility
Headteacher	Creates and evaluates the impact of the plan.
SENCO	Implements and oversees the impact of the plan.
Senior Leadership Team	Monitors the adjustments made for disabled pupils.
Phase Leaders	Supports class teachers in their Phases to effectively make adjustments for disabled pupils.
Class Teachers	Ensure disabled pupils participate fully in school life and make progress.
Governing Body	Approves and monitors the plan.
Parents	Work with the school to ensure that their child is included and consulted regarding access arrangements.
Pupils	The pupil population have a responsibility to include peers with a disability in all parts of school life.

Physical Environment

All long and short term plans to change the physical environment take account of the needs of disabled pupils, their families and prospective pupils.

The school building has been designed and improved to ensure accessibility, including the following:

- The building is wheelchair accessible, including a lift in Coppice building. Children are supervised by a member of staff at all times when using this.
- The physical environment is safe and welcoming.
- Accessible toilet facilities are available throughout the school.
- There are spaces for small group and individual work for targeted learners.
- A sound system is available in the main hall.
- Handrails on stairs.
- The installation of additional disabled toilet facilities on all floors in the Woodlands and Coppice building.
- Wide corridors to facilitate wheelchair access.
- Improved signage in the school building and grounds.
- Accessible parking is available.
- Provision of dedicated disabled parking spaces in the main carpark, nearest the main entry to the school.
- Doors with push/pull bars.
- Support for parents at parent consultations and meetings is available e.g. an interpreter to translate or a BSL Interpreter.

We will:

- Ensure that staff receive relevant training to ensure they can support children with special needs.

- Provide access to support from external professionals as required.
- Provide a commitment by staff and governors to ensure that Earlsmead Primary School is an inclusive school.
- Actively demonstrate a commitment to try to ensure compliance with DDA and SEND Code of Practice.

Curriculum

The curriculum is differentiated to enable pupils with Special Educational Needs and/or Disability (SEND) to access learning and remove barriers whenever possible - see SEND Policy and SEND Information Report: https://www.earlsmeadprimaryschool.co.uk/page/?title=Policies&pid=21

Regular training for staff is provided for pupils with specific needs such as Autistic Spectrum Disorder, Hearing Impairment and Visual Impairment.

Visual timetables are produced for identified pupils and all information from Parents Information Sessions are placed on Class Dojo and/or the school website. Translators and interpreters are used for parent meetings when required.

Resources are allocated to help to ensure pupils are given appropriate support including:

- Teaching Assistant and Learning Mentor support.
- Specialist Equipment
- ICT Facilities

Advice is sought from specialist agencies including health professionals when appropriate. Individual support and health care plans are put in place to ensure pupils' specific needs are met.

Access to Information

The school will make every effort to provide information in an accessible format. This will include making use of services provided by the Harrow Local Authority through its local offer.

Special Needs

Earlsmead Primary School provides for the additional needs of pupils with a disability who have SEND. These pupils with long term medical conditions have an Individual Health Care Plan (IHCP) which records the nature of the medical condition and the steps needed to ensure access to the curriculum and to manage the condition. Earlsmead Primary School provides a broad and balanced curriculum which is differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles.

Equal Opportunities

The Governors will ensure compliance with the current legislation regarding Equal Opportunities. Compliance with the Equality Act 2010 is consistent with Equal Opportunities legislation. The school recognises and complies with its duty under the Equality Act.

- Not to discriminate in the provision of education and associated services.
- Not to discriminate against pupils in admissions and exclusions.

- Not to treat pupils less favourably.
- To take reasonable steps to avoid putting pupils with a disability at a substantial disadvantage.

Parental Involvement

Earlsmead Primary School recognises and values each parent's knowledge of their child's disability and its effect on his/her ability to carry out normal activities. The school respects the parents and child's right to confidentiality. Parents' views are sought and incorporated into any reasonable adjustments the school makes.

Assessment

Assessment for disabled pupils will follow the Assessment Policy.

Monitoring and Evaluation

The Headteacher and Governors will monitor the accessibility plan and strategies at meetings. Success will be evident when pupils with a disability participate fully in school life and when they feel part of the school and are included by their peers in all parts of school life. Parent surveys, pupil voice and observations may be carried out to ensure the school has up to date information regarding the level and nature of needs in the community.

Community Involvement

The school community are actively consulted and involved in any plans strategies to improve access for pupils with a disability. The new building work has taken account of the needs of pupils and parents with disabilities.

Reasonable adjustments will continue to be made to ensure anyone with a disability is able to participate as fully as possible in all aspects of school life, including concerts, assemblies, meetings and school trips. The Local Authority works with the school to provide a source of specialist teachers, advisers, SEND support and health professionals.

Health and Safety

Risk assessments are undertaken and monitored by the school Educational Visitor Officer (EVO), Headteacher and Health & Safety team. Any recommendations are fully implemented by the Headteacher and monitored by the Governors.

Appendix 1: 2026 Accessibility Plan - Evaluation

Aim 1: To increase the extent to which disabled pupils can participate and succeed within the school curriculum.

Targets	Strategies	Timeline	Responsibilities	Success Criteria
To liaise with all incoming nurseries/settings regarding potential intake each academic year. To complete home visits where appropriate e.g. EYFS.	To identify pupils who may need additional or different support and/or provision.	April onwards. Yearly.	EYFS Leader SENCo Class Teachers	Necessary procedures and equipment are in place prior to new pupils commencing. New intake or mid-year enrolments with any disability or heath needs are able to be fully integrated into school life.
To review all statutory policies to ensure they reflect inclusive practice and procedures.	Policy review schedule developed. Policies shared on school website. Policies reviewed through Governance.	As per Policy Review schedule.	Headteacher SLT Staff nominated by the Headteacher	All policies clearly reflect inclusive practices and procedures and comply with the Equality Act 2010.
To establish close liaison with outside agencies for pupils with ongoing health needs e.g. children with mobility difficulties, asthma or diabetes.	SENCo and Welfare Lead to liaise with necessary agencies (e.g. CAMHS, school nurse) to ensure the needs of all pupils are met. Information and training to be shared with staff so that appropriate support can be provided.	Annual Training events. Ongoing.	SENCo Welfare Lead All staff	Collaborative relationships with external agencies and providers. Log of staff training and development. Key information displayed in staff room as a reminder.
To ensure that the medical needs of all pupils are met fully within the capability of the school.	Administration of medicines policy updated as necessary by the Welfare Lead. Collaborative working with outside agencies and parents to support drawing up individual medical plans for pupils.	Ongoing.	Welfare Lead SENCo Class Teachers	The medical needs of all pupils are met effectively within the school.

Targets	Strategies	Timeline	Responsibilities	Success Criteria
To promote positive attitudes towards pupils and all others with disabilities.	Celebrate and highlight key national/local events such as disability awareness days. Promote outside visits from disability groups. Partake and promote disability awareness days across the school to enable children to learn about a range of disabilities. Offer parent workshops on different disabilities.	Disability Awareness Day: July. As per yearly school calendar.	SENCo PE Lead	Pupils demonstrate positive attitudes and awareness of disabilities within school. A wide range of events and activities promote disability positivity and understanding. Parents demonstrate increasing awareness that not all disabilities are visible and how to support pupils with different abilities.
To ensure that appropriate curriculum adjustments are made to ensure fair access for all pupils.	Teaching staff to consider the needs of all pupils when planning lessons. Adjust resources accordingly such as text size, paper colour/colour overlays, writing equipment and classroom position etc. School staff to seek appropriate support from outside agencies, if deemed necessary for a particular child. SEND provision included in ALL monitoring throughout the year i.e. learning walks, lesson observations, work scrutiny etc.	Ongoing Training as per CPD Schedule.	SENCo SLT Headteacher Phase Leaders Class Teachers Associate Staff	All pupils can access the curriculum and the curriculum is adapted to meet their individual needs. SEND pupils are considered in designing the curriculum or selecting Schemes of Work to support the curriculum.
To ensure full access to the curriculum for all pupils.	A differentiated curriculum with effective adaptations for pupils. Associate Staff trained and able to provide targeted support. Specific therapy as required e.g. SaLT, Occupational Therapy.	Ongoing.	SENCo Curriculum Lead SLT Class Teachers Associate Staff Headteacher/SLT	Advice taken and strategies evident within day to day teaching and planning.

Targets	Strategies	Timeline	Responsibilities	Success Criteria
To ensure that where possible pupils with disabilities have full access to trips and extracurricular activities.	Seek specialist advice where necessary. Consult with parents regarding necessary adaptations for access. Train staff in risk assessing varied school activities. Log all trips and activities across the school to ensure coverage and equal opportunities.	Ongoing.	EVO SENCo Class Teachers Headteacher	Pupils with disabilities are able to access the curriculum and extracurricular activities.
To ensure that all pupils with disabilities are able to participate fully in PE lessons within school.	Training from PE Lead/SENCo. Increase PE provision beyond 1 hour per week in Years 1 – 6. Opportunities for pupils to participate in specialist Local Authority events. Visits/workshops from disabled athletes as available.	Ongoing. Training as per CPD schedule.	PE Lead SENCo SLT Class Teachers	Pupils with disabilities are able to access the curriculum and extracurricular activities.
To review the attainment and progress of all SEND pupils, including pupils working at Greater Depth.	Effective intervention planning in place, including entry and exit points. SEN pupils discussed in all pupil progress meetings. Edukey used to track progress against individual targets where necessary. Communication with parents regarding next steps or support strategies. SEND pupil data analysed and shared with Governing Body regularly.	Ongoing.	SENCo Assessment Lead Class Teachers	Progress made towards age related outcomes and individual Edukey targets. Provision mapping and Intervention Plan reviews show clear progress from entry points. Analysis of data to show outcomes for SEND pupils.

Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and services.

Targets	Strategies	Timeline	Responsibilities	Success Criteria
To ensure school staff and governors are aware of any potential access issues.	Premises reports provided at each Governing Body meeting, including identifying any areas for accessibility development.	Half-Termly Governing Body meetings.	Site Team Headteacher	All staff and governors are aware of any necessary areas which need to be improved.
To ensure all pupils with a disability can safely be evacuated in the event of a fire.	Personal Evacuation Plans (PEP) put into place where necessary i.e. any pupils with mobility issues. Risk Assessments put into place where necessary i.e. mobility issues.	As required.	Welfare Lead SENCo Site Team Headteacher	All pupils with a disability have a PEP or RA as required and are able to be safely evacuated from the building.
To ensure that the lift within the school is appropriately maintained to ensure it can be used for pupils with mobility issues or disabilities as needed.	Lift maintained and serviced regularly. Chairs beside each stairwell should the lift not work.	Monthly checks on the lift by site team. Annual insurance inspections that the lift is operational. Maintenance servicing every 3 – 6 months by Chiltern Lifts.	Site Supervisor Site Team Headteacher	Any pupils/members of staff who require the use of the lift are able to use it if necessary. Alternative methods of evacuation are available if needed.
To maintain safe access for visually impaired pupils, parents and staff.	Regular health and safety checks take place within the school.	Termly.	Site Supervisor Headteacher	School site is maintained so that disabled access is constantly available and any health and safety issues are rectified.

Aim 3: To improve access and information for disabled pupils/parents/staff/visitors.

Targets	Strategies	Timeline	Responsibilities	Success Criteria
To ensure pupils/parents/staff/visitors with a disability have equal opportunities to be involved in school life.	Demarcate and utilise disabled parking spaces for visitors to drop off and collect pupils. Monitor that the disabled parking space is used appropriately and not blocked.	Ongoing.	Headteacher Site Team Admin Team	People with a disability are able to visit and access the school as needed. People with a disability feel welcome to visit and access the school as needed.
To review information provided to the community to ensure it is fully accessible for a variety of needs.	Careful consideration of use of language used on letters/reports etc when communicating to parents. Utilise Class Dojo translation function. Pupil readers for parents.	Ongoing	Headteacher Admin Team SENCo Class Teachers	All parents receive information in a form that they can access.

Appendix 2: 2026 - 2029 Accessibility Plan

Aim 1: To increase the extent to which disabled pupils can participate and succeed within the school curriculum.

Targets	Strategies	Timeline	Responsibilities	Success Criteria
To ensure that the medical needs of all pupils are met fully within the capability of the school, including those pupils with allergies, intolerances and those requiring nappy changing.	Administration of Medicines, Asthma, Allergies, Safer Eating and Sleeping polices updated as necessary by the Welfare Lead. Collaborative working with outside agencies and parents to support drawing up individual medical plans for pupils.	Ongoing – updated annually.	Welfare Lead SENCo Class Teachers H & S Team	The medical needs of all pupils are managed effectively within the school.
To ensure that appropriate curriculum adjustments are made to ensure fair access for all pupils.	Teaching staff to consider the needs of all pupils when planning lessons. Adjust resources accordingly such as text size, paper colour/colour overlays, writing equipment and classroom position etc. School staff to seek appropriate support from outside agencies, if deemed necessary for a particular child. SEND provision included in ALL monitoring throughout the year i.e. learning walks, lesson observations, work scrutiny etc.	Ongoing. Training as per CPD Schedule.	SENCo SLT Headteacher Phase Leaders Class Teachers Associate Staff	Mindful narrowing of the curriculum where appropriate, to ensure foundational knowledge. Consistent SEND approaches for those waiting for specialist provision places. All pupils can access the curriculum and the curriculum is adapted to meet their individual needs. SEND pupils are considered in designing the curriculum or selecting Schemes of Work to support the curriculum. Targeted EKLAN training for staff.
To review the attainment and progress of all SEND pupils, including pupils working at Greater Depth.	Effective intervention planning in place, including entry and exit points. SEN pupils discussed in all pupil progress meetings.	Ongoing.	SENCo Assessment Lead Class Teachers	Data MIS can track both progress and attainment of key groups, including SEND. This data is shared with Governors regularly.

	Edukey used to track progress against individual targets where necessary. Communication with parents regarding next steps or support strategies. SEND pupil data analysed and shared with Governing Body regularly.			Progress made towards age related outcomes and individual Edukey targets. Provision mapping and Intervention Plan reviews show clear progress from entry points.
To use technology more effectively to support foundational learning of all pupils, including those with SEND and EAL.	Technology used effectively to support reluctant writers, e.g. laptops, visualisers, widgets, voice to text, talk tins, Immersive Reader, google translate. Adjust font sizes, apply dyslexia-friendly line spacing, and break words into syllables. Source appropriate Maths/Reading software for independent support and interventions.	Ongoing.	SENCo. Maths, EAL and Phonics Leads.	Pupils access age-appropriate texts independently during core reading blocks. Increased output in foundational writing tasks, bypasses mechanical barriers. Narrowing gaps in foundational maths, particularly place value and operations. 100% of class teachers confidently configure basic device accessibility settings.
To develop Oracy as a key foundational skill for all pupils, including SEND and EAL.	Implement a whole-school structure, to explicitly teach physical, linguistic, cognitive, and social-emotional talk skills. Display visual prompts of this framework in every classroom. Assessment tracking to plot developmental progress of learning in their oracy development.	In process. Ongoing.	Oracy Leads. SENCO.	Link with Pinner Wood School (Oracy) and the English Hub (NELI – Nuffield Early Language Intervention). Increased opportunities for both formal and informal speaking. Talk tasks as part of every assembly. Oracy progress reviewed regularly, including key groups.

Aim 2: To improve the extent to which disabled pupils can access the physical environment of the school.

Targets	Strategies	Timeline	Responsibilities	Success Criteria
To ensure school staff and governors are aware of any potential access issues.	Premises reports provided at each Governing Body meeting, including identifying any areas for accessibility development.	Half-Termly Governing Body meetings.	Site Team Headteacher	All staff and governors are aware of any necessary areas which need to be improved.
To ensure all pupils with a disability can safely be evacuated in the event of a fire.	Personal Evacuation Plans (PEP) put into place where necessary i.e. any pupils with mobility issues. Risk Assessments put into place where necessary i.e. mobility issues.	As required.	Welfare Lead SENCo Site Team Headteacher	All pupils with a disability have a PEP or RA as required and are able to be safely evacuated from the building.
To ensure that the lift within the school is appropriately maintained to ensure it can be used for pupils with mobility issues or disabilities as needed.	Lift maintained and serviced regularly. Chairs beside each stairwell should the lift not work.	Monthly checks on the lift by site team. Annual insurance inspections on lift. Maintenance servicing every 3 – 6 months by Chiltern Lifts.	Site Supervisor Site Team Headteacher	Any pupils/members of staff who require the use of the lift are able to use it if necessary. Alternative methods of evacuation are available if needed.
Children's needs to be met through making appropriate adaptations.	Children with physical disabilities have the opportunities for free movement within the school which may mean teachers allowing them to leave classes a few minutes earlier so they feel safe and secure on stairs and in corridors. Children with physical disabilities or impairments can fully participate in school events, workshops and off-site activities.	As required.	SENCO EVO Class Teachers Associate Staff	All children feel safe walking through the school. Timetables are adapted to suit the needs of students. Swimming and eating procedures are adapted to suite the physical needs of pupils. Off-site risk assessments include specific adaptations required for individual pupils.

Aim 3: To improve the delivery of written information to disabled pupils/parents.

Targets	Strategies	Timeline	Responsibilities	Success Criteria
To ensure the availability of written material in alternative formats as needed by our parent population. To ensure the availability of appropriate sized written material for pupils/parents with a visual impairment.	Review all current school publications and promote the availability in different formats for those that require it. Homework is enlarged when required.	As required.	SENCO Admin Team Class Teachers	The school will provide written information in different formats/sized when required for individual purposes.
To ensure school website is compliant with new accessibility requirements, alongside Class Dojo and MCAS apps.	Current website platform is being reviewed, with a view to design a new fully accessible website, e.g.: • Providing alt-text descriptions for images on the school website so screen readers can read them to visually impaired parents, or ensuring text has a high color contrast against the background. • Ensuring a parent can navigate the school's online calendar, download newsletters, or submit a contact form using only a keyboard (without needing a mouse).	By October 2029.	Tithe PR Lead IT Lead	Website/apps will be fully compliant with accessibility requirements CAG 2.2 AA standard, "perceivable, operable, understandable, and robust." This obligation is enforced under the Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018.