

Accessibility Plan 2024 to 2027

Equality Act 2010, Schedule 10

Plan period	2024 to 2027	Approving body	Huncote Primary School Local Governing Committee
Document updated	23 September 2026	Approval date	23 September 2026
Monitoring frequency	Termly operational monitoring and annual governor review	Next annual review	September 2027
Plan owner	Headteacher and SENDCo	Reporting route	Annual progress report to the Local Governing Committee

Purpose and statutory areas. This plan sets out how the school will improve accessibility over time for disabled pupils. It addresses the three statutory areas required by Schedule 10 of the Equality Act 2010:

- Increasing the extent to which disabled pupils can participate in the curriculum.
- Improving the physical environment so that disabled pupils can access education, facilities and services.
- Improving the availability of accessible information for disabled pupils.

The priorities below include current improvement work as well as the maintenance of effective existing provision. The former action carrying a September 2020 completion date has been removed and replaced by current actions for the 2024 to 2027 plan period.

1. Curriculum participation

Statutory objective: Increase the extent to which disabled pupils can participate in the curriculum.

Barrier / area for improvement	Action to be taken	Responsible person	Timescale	Outcome sought	Monitoring and evidence of impact
Variation in staff confidence when identifying and removing subject-specific barriers for pupils with SEND and disabilities.	Use SEND learning walks and subject monitoring to identify barriers. Provide focused staff development on adaptive teaching. Subject leaders and teachers will use NASEN materials to support subject-specific SEND needs and adaptations.	SENDCo; Headteacher; subject leaders	Autumn 2026 baseline; termly monitoring to July 2027	Teachers consistently adapt teaching without lowering ambition, and disabled pupils participate more fully across the curriculum.	SENDCo learning walks; planning and work scrutiny; subject-leader monitoring records; pupil voice; parent feedback; summary reported to governors annually.
Some curriculum resources, communication approaches and recording methods may not be accessible to every pupil.	Use individual assessment and the Assess, Plan, Do, Review cycle to provide accessible resources, visual or communication support, assistive technology and alternative recording methods according to need.	Class teachers; SENDCo; Computing Lead	Implemented when need is identified; reviewed termly	Pupils can access learning, communicate understanding and record work through appropriate methods.	Termly learning-plan reviews; review of reasonable adjustments and specialist advice; pupil and parent voice; evidence of participation and progress.
Specialist equipment may be unavailable, unsuitable or not used consistently as pupil needs change.	Audit current equipment and provide, maintain or replace items such as laptops, adapted writing tools, coloured overlays, sloping boards, adjustable furniture and sensory resources where assessment indicates a need. Train relevant staff and pupils in use.	SENDCo; Headteacher; Computing Lead	Audit by December 2026; termly review and whenever needs change	Pupils use appropriate equipment safely and increasingly independently to access learning.	Equipment audit and issue records; termly APDR review; staff and pupil feedback; checks that agreed equipment is available and used.

2. Physical environment

Statutory objective: Improve the physical environment so that disabled pupils can access education, facilities and services.

Barrier / area for improvement	Action to be taken	Responsible person	Timescale	Outcome sought	Monitoring and evidence of impact
Changes in pupil need or deterioration of the site may create physical access barriers.	Complete and record an annual accessibility walk of entrances, internal routes, external paths, classrooms, shared spaces and evacuation arrangements. Prioritise and cost any remedial works identified.	Headteacher; Premises Officer; SENDCo	Autumn term annually and following any significant change in need or premises	Physical barriers are identified promptly and a timed plan is in place to remove or reduce them.	Dated accessibility audit; premises action log; completion evidence; annual report to the Local Governing Committee.
Accessible toilet facilities and grab rails must remain safe, available and suitable.	Include the accessible toilet and grab rails in routine premises checks. Repair, replace or add equipment where an accessibility assessment identifies a need.	Headteacher; Premises Officer	Routine checks; action as soon as practicable when an issue is identified	Accessible facilities remain safe, usable and available to pupils, staff and visitors who require them.	Premises inspection records; defect and repair log; user feedback where appropriate; annual governor review.
Some entrances or teaching areas may require additional support or adaptation for wheelchair or mobility access.	Assess access before admission and when needs change. Provide temporary or permanent ramps, accessible furniture, room changes or other reasonable adjustments, informed by specialist advice where required.	Headteacher; SENDCo; Premises Officer	Before admission where known, or promptly following identification of need	Pupils can access the teaching spaces, facilities and services required for their education.	Individual accessibility assessment; site checks; APDR or support-plan review; pupil and parent feedback.
Vegetation, obstructions or uneven exterior routes can reduce safe independent access.	Keep principal access routes clear; identify uneven surfaces or hazards; communicate priorities to grounds contractors; commission remedial work according to school or local authority responsibility.	Premises Officer; Headteacher	Monthly visual checks and ongoing response to identified hazards	Disabled pupils, families, staff and visitors can move safely along exterior routes.	Monthly site-check record; hazard reporting and completion log; annual accessibility walk.

3. Accessible information

Statutory objective: Improve the availability of accessible information for disabled pupils.

Barrier / area for improvement	Action to be taken	Responsible person	Timescale	Outcome sought	Monitoring and evidence of impact
Standard written information may not be accessible to people with visual, communication, literacy, language or processing needs.	Publicise that alternative formats can be requested. Provide information in an appropriate format such as large print, simplified or symbol-supported text, audio, translated material or another agreed format.	Headteacher; Office Manager; SENDCo	Process publicised by December 2026; requests actioned within an agreed reasonable timeframe	Disabled pupils and parents or carers receive school information in a format they can access and understand.	Log requests, format provided and response time; seek user feedback; review the log termly; report themes and actions annually.
Published and classroom information may become inaccessible when documents, formats or pupil needs change.	Carry out an annual sample audit of key parent communications, website documents, classroom texts and signage. Update formats and presentation where barriers are identified.	Office Manager; SENDCo; Computing Lead	Annual audit in spring term; updates following identified need	Key information is clear, appropriately formatted and accessible to intended users.	Completed information-accessibility audit; sample checks; website and document review; pupil and parent feedback.
Staff may not know how to obtain translation or specialist adaptation support promptly.	Maintain an up-to-date list of translation, transcription and adaptation services and brief relevant staff on the request and approval process.	Office Manager; SENDCo	List checked annually and following provider changes	Requests for adapted information are handled consistently and without avoidable delay.	Annual service-list check; staff briefing record; review of any request delays or difficulties.

Monitoring, approval and review arrangements

- The Headteacher and SENDCo will coordinate termly monitoring and retain evidence against each action.
- Action owners will update the monitoring evidence and identify any delay, emerging barrier or further reasonable adjustment required.
- The Local Governing Committee will review progress at least annually, in line with the SEND Policy, and will record the review in its minutes.
- The plan will be updated sooner when pupil needs, the physical environment, available provision or published arrangements change materially.
- The plan will be published on the school website and made available in an accessible format on request.
- At the end of the 2024 to 2027 period, the school will evaluate impact and approve a new accessibility plan with current priorities.

Approved by	Huncote Primary School Local Governing Committee	Date approved	September 2026
Chair / authorised signatory	M Towers	Next annual review	September 2027
Evidence of approval	Local Governing Committee minutes	Plan end date	31 August 2027