



Harrietsham Church of England Primary School

Accessibility Plan

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Responsibility:	Inclusion Leader
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Harrietsham Church of England Primary School

Accessibility Plan

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School Context:

Harrietsham CEP Vision Statement

We are a warm, welcoming, and inclusive school rooted in our rural community. Like the mustard seed we grew from tiny beginnings and our branches are now spread wide –providing support and taking our values beyond the school gates. All those in our community feel safe and nurtured - able to flourish and grow academically, spiritually, emotionally and physically to achieve their full God-given potential.

“Nurtured we flourish”

We are a nurturing school. As such we believe in, and follow, **The Six Principles of Nurture** in all of our practice.

1. Children’s learning is understood developmentally.
2. The classroom offers a safe base.
3. The importance of nurture for the development of wellbeing.
4. Language is a vital means of communication.
5. All behaviour is communication.
6. The importance of transition in children’s lives.

Our Values

The roots of our vision are in the parable of the Mustard Seed.

‘The kingdom of heaven is like a mustard seed, which a man took and planted in his field. Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches’.

Matthew 13 31-32

In order to grow and reach our potential, everything that we do in school is driven by our vision and underpinned by our core Christian values of:

Love, Fellowship and Forgiveness

Aims

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

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.

The plan will be made available online on the school website, and paper copies are available upon request.

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 procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

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.

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.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Contextual Information

Since the current Harrietsham Church of England School building was built in 2006 with a two-classroom extension in 2014 and further extension in 2021 providing additional classrooms and offices, we are very lucky to have full DDA compliance. At present we have no wheelchair

dependent pupils or members of staff; however, all areas of the building are fully accessible to parents or visitors who are wheelchair users.

The school has children with a range of disabilities and with moderate and specific learning disabilities, including visual impairment and ASD. A small number of our school community have a hearing impairment and also some who are able to walk short distances but have a disability badge for parking. We also have some parents who are unable to read well.

Accessing the whole curriculum

To constantly improve teaching and learning lies at the heart of the school's work. Through frequent self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within inclusive classes through quality first teaching. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always attended after school clubs, leisure and cultural activities and educational visits.

Harrietsham Church of England School's Accessibility Action Plan

Target	Tasks	Time scale	Responsibility	Success Criteria
Quality first teaching strategies used in all classes This includes strategies to support all learners within their teaching	Quality first teaching monitored as part of regular observations Attend courses where and if necessary Specific support from Inclusion Lead	On-going and as required	SLT	Continued improvement to raise standards for all children
Ensure teachers/ support staff have specific training on disability issues as and when required	To arrange training as required	SLT	Ongoing as required	Children feeling safe and secure Staff confident to deal with those needs
Ensure all staff are aware of disabled children's curriculum access	To arrange specific training/advice with/from relevant external agencies and form an action plan	SLT	As required	All staff will be aware of all children's needs
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible (include in Risk Assessment) Ensure each new venue is vetted for appropriateness	Lead Teacher/ SENCo	As required ED Visits	All pupils in school able to access all educational visits and take part in a range of activities
Curriculum progress is tracked for all pupils	Develop use of Arbor as a tool for reviewing progress for children with SEND	SLT	Ongoing	Clear picture of pupils' progress Small steps of progress

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	Develop use of BSquared as a tool for specific children who are working at different curriculum levels to their peers	Inclusion Lead	By Term 5	recognised and next steps addressed
New spaces designed with disabled users in mind	Shelving in library at correct height Nurture room layout accessible for all – consideration for visual impairment in support materials	English Lead Inclusion and Nurture Leaders	Term 3 Term 3	New spaces are ready to use and accessible for all pupils, parents and visitors
Improve the delivery of information to pupils with disability	Ensure induction loop technology is well maintained Modification tools used for those with visual impairment Use of widget (pictorial) symbols as standard for labels within school building	Inclusion Lead Class teachers Site and Office staff	Term 5	All signage within school is accessible
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports Seek disabled sports people to come into school	PE Lead	As required	All to have appropriate access to PE
Ensure access to all rooms in school, including where there is a difference in levels (eg office and accessible toilet on lower ground floor and all other rooms in the school on ground floor)	When required, move furniture to make wheelchair access possible and easy Ensure that the lift is well maintained and that its use is offered to all who may require it	Class teachers and site manager Site manager Office staff	As and when required	Children have access to all learning areas including the hall Disabled parents/carers/visitors feel welcome
Ensure that all disabled pupils/adults can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties Develop a system to ensure all staff are aware of their responsibilities Ensure office informs disabled visitors of the Evacuation Plan	Inclusion Lead HT	As required	All disabled people feel safe in school grounds
Ensure the maintenance and update of accessibility technology is up to date (eg. visual impairment mirror screening and hearing impairment induction loops)	Liaise with visual impairment specialist teacher Liaise with IT support	Inclusion Lead Class Teacher NCIS support	Term 4	All equipment is up to date and able to be used reliably

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All fire escapes to be kept clear	All staff responsible for keeping exits clear and for wheelchair access	Site Manager and all staff	At all times	All disabled staff, pupils and visitors will have safe emergency exit routes
All pupils and adults should be able to access and understand written docs and information	Preferred formats to be made available to parents within a reasonable timeframe Reading of letters and important info for parents to be offered Work for children to be written so that it can be understood (including marking comments). This includes e.g. large formats and coloured overlays	Office Staff Class Teacher	As required	All children and parents will have access to all information available.
Ensure we know all parents who do not have access to the internet	Contact these parents with specific news that may not be otherwise available to them.	Office Staff/Teaching Staff	As and when required	All parents will be informed on all school matters and other areas of interest and support that may be available for
Languages other than English to be visible in school	Welcome signs to be multi-lingual & other appropriate display headings Multi-cultural and multi-lingual books to be available in all classrooms	Teaching Staff	Term 5	Confidence of parents to access their child's education.

Monitoring arrangements

This document will be reviewed every 2 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by Inclusion Lead and The Governing Body. It will be approved by The Governing Body.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessments
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with Medical Conditions policy