Document Title	**Accessibility Plan – Horbury Primary Academy**
Author/Owner (Name and Title)	Principal at Horbury Primary Academy
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Policy Category (Please Indicate)	**1**	Trust/Academies to use without amendment
	2	**Academy specific appendices**
	3	Academy personalisation required (in highlighted fields)

Summary of Changes from Previous Version

Version	Date	Author	Note/Summary of Revisions
V1	July 26	Exec	New policy

Reviewed: July 2026

TABLE OF CONTENTS

1. AIMS 3

2. LEGISLATION AND GUIDANCE 3

3. ACCESSIBILITY ACTION PLAN 3

4. MONITORING ARRANGEMENTS 11

5. LINKS WITH OTHER POLICIES 11

Reviewed: July 2026

1. 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 students with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable students with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to students with disabilities.

Academy Vision

At Horbury Primary Academy we are proud to be a highly inclusive school where every child is valued, celebrated and supported to achieve their full potential. We believe inclusion is everyone's responsibility and are committed to removing barriers to learning through high-quality adaptive teaching, nurturing provision and strong partnerships with families and external agencies. Through our ambitious curriculum and inclusive ethos, every pupil is encouraged to participate fully in academy life, develop independence and confidence, and achieve success academically, socially and emotionally.

2. LEGISLATION AND GUIDANCE

This document meets the requirements of the Equality Act 2010 and the SEND Code of Practice (0–25).

A person is defined as disabled if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Schools must make reasonable adjustments to ensure students with disabilities are not at a disadvantage.

This includes provision of auxiliary aids and adjustments to premises.

3. ACCESSIBILITY ACTION PLAN

The following areas outline how the academy will meet its duties:

Access to the Curriculum:

Our Current Practice Includes…

- All students access a broad and balanced curriculum that is regularly reviewed.
- Teaching staff receive ongoing CPD to remove barriers to learning.
- SEND identification is built into assessment processes.
- Individual support plans are in place where required.
- Enrichment and trips are inclusive and adapted where necessary.

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AREAS FOR FURTHER DEVELOPMENT AND FOCUS

Aims	Objectives	Actions to be taken	Person/s responsibility	Timeline	Success criteria
Ensure all pupils, including those with disabilities, can fully access the curriculum through high-quality inclusive teaching. Develop staff expertise in meeting SEND and accessibility needs. Ensure educational visits are accessible.	**Short term (1 year)** • Ensure all staff consistently deliver high-quality adaptive teaching. • Maintain accurate and effective One Page Profiles for identified pupils. • Ensure all staff receive regular SEND and inclusion CPD. • Continue to maximise participation in enrichment activities, clubs and educational visits. **Medium term (2 years)** • Further develop pupil independence through appropriate adaptations and support. • Continue to remove barriers to learning through high-quality provision.	• Continue to embed Quality First Teaching and adaptive teaching across all year groups. • Ensure One Page Profiles are reviewed regularly and inform classroom practice. • Follow the Assess–Plan–Do–Review cycle for all pupils requiring additional support. • Work collaboratively with WISENDSS, Educational Psychology, Speech and Language Therapy, Occupational Therapy, Physiotherapy, CAMHS, School Nursing and Hearing and Vision Support Services. • Continue to provide sensory circuits, visual timetables, lunch nurture provision	SENDCo Principal Phase Leaders Class Teachers	Termly Annual review	• Learning walks demonstrate consistently strong adaptive teaching. • Book scrutiny evidences appropriate adaptations and high expectations. • One Page Profiles accurately reflect pupils' strengths and needs. • Pupils with disabilities participate fully in curriculum, trips and enrichment. • Parent and pupil voice demonstrate confidence in the academy's inclusive practice. • Attendance, progress and wellbeing remain in line with individual expectations • Staff demonstrate confidence in meeting a wide range of SEND needs.

	• Maintain strong attendance, progress and wellbeing for pupils with disabilities. • Strengthen partnership working with parents and external collaboratively with WISENDSS, Educational Psychology, Speech and Language Therapy, Occupational Therapy, Physiotherapy, CAMHS, School Nursing and Hearing and Vision Support Services. • Continue to provide sensory circuits, visual timetables, lunch nurture provision and access to the sensory space where appropriate. • Deliver regular CPD on autism, ADHD, trauma-informed practice, adaptive teaching, hearing agencies	and access to the sensory space where appropriate. · Deliver regular CPD on autism, ADHD, trauma-informed practice, adaptive teaching, hearing impairment and medical needs. • Ensure educational visits, enrichment opportunities and extracurricular activities are fully inclusive through appropriate planning and reasonable adjustments. • Monitor progress through learning walks, book scrutiny, pupil progress meetings and SEND reviews.			

PHYSICAL ENVIRONMENT

Our Current Practice Includes...

- The environment is adapted to meet pupils' needs as far as it is practicably possible and reasonable to do so (e.g. ramps, lifts, accessible toilets).
- Regular audits are undertaken to identify barriers.
- Adjustments are made in response to individual need.

Aim	Objectives	Actions to be taken	Person/s responsibility	Timeline	Success Criteria
Maintain an accessible physical environment for all pupils, staff and visitors. Meet individual physical and sensory needs. Monitor accessibility as pupil needs change.	**Short term** • Complete annual accessibility audit. • Continue to identify and remove barriers to access. • Ensure all Personal Emergency Evacuation Plans (PEEPs) remain current. **Medium term** • Continue to develop the learning environment to meet the changing needs of pupils.	• Carry out regular accessibility audits of the school site. • Maintain accessible toilets, ramps and disabled parking. • Continue to develop the sensory space and sensory regulation resources. • Ensure classrooms are organised to maximise independence and participation. • Review PEEPs and risk assessments regularly.	Principal Caretaker SENDCo	Termly	• All pupils can safely access learning environments. • Accessibility audits identify only minor improvements. • PEEPs are current and effective. · Specialist recommendations are implemented promptly. • Positive parent and pupil feedback regarding accessibility. • Classrooms promote independence and inclusion. • No pupil is prevented from accessing learning due to physical barriers.

	• Review classroom organisation and specialist equipment. • Maintain accessible indoor and outdoor learning environments. **Long term** • Ensure accessibility remains central to future site improvements. • Continue to provide an environment where all pupils can participate safely and independently. • Maintain an inclusive learning environment that reflects the academy's commitment to equality.	• Liaise with external professionals regarding specialist equipment and environmental adaptations. • Monitor classroom layouts through learning walks. • Ensure all reasonable adjustments are implemented promptly.			

ACCESS TO INFORMATION

Our Current Practice Includes…

- Information is available in a range of accessible formats both electronically and as hard copies.
- The website is accessible and regularly reviewed.
- Communication with families considers diverse needs.

Aim	Objectives	Actions to be taken	Person/s Responsibility	Timeline	Success Criteria
Ensure information is accessible to all families and pupils.	**Short term** • Review accessibility of Academy communications. • Identify families requiring alternative communication methods. · Ensure website information remains accessible. • Ensure website information remains accessible. **Medium term** • Standardise accessible communication across the academy. • Continue to provide information in alternative formats when required. • Develop staff confidence in supporting accessible communication. **Long term** • Embed inclusive communication throughout Academy practice.	• Continue to communicate with families through MCAS and the Academy website • Provide information in alternative formats on request. • Use visual supports throughout school where appropriate. • Offer verbal support to families requiring additional assistance. • Work alongside translators and specialist services where required. • Regularly review website accessibility. • Ensure all staff understand their responsibilities regarding accessible communication.	Principal SENDCo Office Manager Class Teachers	Termly review Ongoing Annual website review	• Families report that communication is accessible and timely. • Information is available in alternative formats when required. • MCAS and the academy website remain accessible • Staff confidently adapt communication to meet individual needs. • Parent voice demonstrates high levels of satisfaction. • All pupils and families can access key Academy information.

	• Ensure all families can access information in ways that meet their needs. • Maintain compliance with website accessibility requirements.				

4. MONITORING ARRANGEMENTS

This document will be reviewed every three years or sooner if required.

The review will be led by the SENDCo and Principal.

Progress will be monitored through Academy self-evaluation, stakeholder feedback and governance processes.

Final approval is by the Chief Executive Officer and Academy Education Committee.

5. LINKS WITH OTHER POLICIES

This plan should be read in conjunction with:

- SEND Policy and SEND Information Report.
- Health and Safety Policy.
- Rewards and Consequences Policy.
- Safeguarding and Child Protection Policy.
- Supporting Pupils with Medical Conditions.