

Garrett Hall Primary School

Accessibility Plan



January 2026

Policy adopted: 23rd March 2026

Policy to be reviewed: March 2029

Signed on behalf of Governing Body : Mrs Shirley Chappell

Signed by the Headteacher : Mrs Tracy Beaty

Document history

School:	Garrett Hall Primary School
Date adopted by Governing Body:	January 2025
Signed (Chair):	<i>S. Chappell</i>
Signed (Headteacher):	<i>T.A. Beaty</i>

Produced by:	N. Martindale
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Date reviewed:	Comments:
January 2026	Much more detail added to the Action, reference to changing SEND and building works.

Aims

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

The purpose of this plan is to show how Garrett Hall Primary School intends, over time, to increase the accessibility of our school for disabled pupils. Our 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.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability.

The school supports any available partnerships to develop and implement the plan.

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

1. Increase the extent to which disabled pupils can participate in the curriculum
2. Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
3. Improve the availability of accessible information to disabled pupils

If you have any concerns relating to accessibility in school, please raise these concerns following the procedure set out in the complaints policy.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

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. At Garrett Hall, it is the responsibility of the parent/carer to disclose if their child falls within the above definition.

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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment

- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

Garrett Hall Primary School Accessibility Plan 2025 – 2028

Improving access to and participation within the curriculum

To increase the extent to which disabled pupils can participate in the school curriculum. Our aim at Garrett Hall is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
SEND and Medical register and information on children with additional needs to be regularly updated.	SENCo	<p>Ensure SEND reflects current pupils being supported.</p> <p>Add notes to SEND on Arbor with relevant developments.</p> <p>Ensure Medical register and Care plans are up-to-date on Arbor/CPOMs.</p> <p>Make SEND and medical needs pinned at the top of a child's profile on Arbor.</p> <p>Liaise with parents and external agencies (Eg. paediatricians) to ensure we receive up to-date reports.</p> <p>Parents/Carers will be involved in the production of any care plans and will be given a copy.</p>	<p>SEND register and paperwork for individuals.</p> <p>Care plans</p>	To be updated annually or as and when updates are needed	<p>SEN and Medical needs will be up-to-date.</p> <p>Teachers and TAs will be aware of the needs of children in their class.</p> <p>Increased engagement of parents.</p>
Effective communications with nurseries and schools to provide a quality transition.	EYFS Phase Leader SENCO	To identify pupils who may need additional to or different provision for the September and mid-year intake. SENCO to attend Local SEND Hub and build relations with other local SENCOs. SENCO to continue	SENCO Earley Years Staff	Ongoing	Transition for children from Nurseries and other schools is smooth with adequate and appropriate resources and provision

		positive relationship with Southwark SEN team to ensure collaboration when transitioning a child with an EHCP.			
Training for staff on increasing access to the curriculum for all learners and removing potential barriers	SENCO Headteacher Deputy Headteacher	Audit /ongoing awareness of Staff strengths/gaps in knowledge. Internal and external training from outside agencies- Autism support team, Speech and language, EP and OT etc. Staff meetings addressing inclusive practice and SEND procedures. New staff to have SEN included in their induction	Staff meeting/INSET time External agency training	On going	All staff to feel confident and CPD appropriate to cohort needs and training needs changes. Staff confidence in adapting the curriculum is improved. Children's participation in the curriculum is broader and more effective.
Use appropriate assessment tools and activities for children working pre-key stage.	SENCO	Use other professionals suggestions for adaptations of the curriculum. .	SENCo/Teacher's time External agency support	Annual training Introduced to new staff during induction	Children working pre-key stage will have consistent approaches for assessment and planning via B Squared Children working pre-key stage will access subjects in a tailored way
To ensure that the medical needs of all pupils are met fully within the capability of the school.	Headteacher SENCO	To liaise with parents. To liaise with external agencies. Make relevant referrals to external agencies To identify training needs.	Staff training	On going	All advice acted upon. All pupils' needs are met and they are able to access the curriculum

<p>Appropriate specialised equipment is used to benefit individual pupils and staff (including wheelchair users)</p>	<p>SENCO</p>	<p>Ipads available to support children with difficulties.</p> <p>Sloping boards for children with physical disabilities.</p> <p>Coloured overlays or coloured paper for children with visual difficulties or dyslexia.</p> <p>Use of wobble cushions, weighted blankets, pencil grips, fidget toys, chew toys etc.</p> <p>Monitor and observe use of equipment Eg. PECS, visual timetable, wobble cushions etc.</p> <p>Use Widgit subscription to make resources.</p> <p>Consider specialised equipment/areas when designing and planning the new Resourced Provision Unit</p>	<p>Audit of equipment and needs</p> <p>Staff training</p> <p>Cost of resources</p>	<p>On going - new resources purchased as different needs arise.</p>	<p>SEND children have appropriate equipment and resources which supports their learning and remove barriers to learning</p>
<p>Interventions are used appropriately to help children make progress in targeted areas and skills.</p>	<p>SENCO All staff</p>	<p>Track intervention success through pupil progress meetings and through Sonar.</p> <p>Have intervention groups across classes/year groups to give more children opportunities to attend interventions.</p> <p>Continue to Improve the quality and extend the range of available interventions</p>	<p>Pupil Progress Meetings</p> <p>Sonar</p> <p>Training on new interventions through external professionals/coaching.</p> <p>Resources required to deliver interventions</p>	<p>Ongoing</p>	<p>Children meet the intended outcome of the intervention.</p> <p>Children attending interventions can show their improved skills in classwork and assessments.</p> <p>Interventions promote accelerated progress.</p>
<p>All children continue to be visible in the</p>	<p>SENCO</p>	<p>Resources will reflect the needs of the pupils.</p>	<p>Books and resources</p> <p>Visitors</p>	<p>Ongoing</p>	<p>Children will be able to identify with characters in stories, historical figures and illustrations.</p>

curriculum and resources.		Teachers will make a conscious effort to represent a variety of people with SEN, disabilities and medical needs in their classroom practice/curriculum.			They will feel seen in the curriculum and resources.
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Improving access to the physical environment

To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Evaluate day and residential trips in light of specific cohort.	All staff SENCo	Ensure all children are included in risk assessments for trips and appropriate support is put in place so children are able to access the trip to its full extent.	Risk Assessments, Time for pre visit if required	On going	All SEND are able to access all trips during their time at Albion.
Ensure all children feel safe and involved at playtimes.	All staff SENCO Pastoral Lead	Playleaders to encourage children to join in games. Staff on duty to involve children in play and to report children who may be struggling on the playground to their teacher or pastoral lead.	Training for playleaders Staff meeting time to make staff aware of children with additional needs.	On going	Children feel safe in school – evidence in survey results from children.
Maintain safe access round the interior and exterior of the school – particularly in regard to any building works.	Business Manager Headteacher	Ensure all areas are safe and cleared to ensure children are safe and walkways and other areas are clear. Communication with parents through letters/newsletters/website/school staff. Parking?		On going	There is safe access throughout the school.

Ensure access for all SEND children at After school clubs and reasonable adjustments are made to enable participation.	Extended service manager, Deputy head	Monitor SEND children use of clubs and extended services. Risk assessments put in place if needed.	Registers of clubs and extended day. Risk assessments	On going	Children with additional needs are accessing clubs of their choices with the correct planning and support.
Appropriate changing and toileting facilities for pupils with additional needs	SENCO Business Manager Headteacher	Audit current facilities for compliance and accessibility. Upgrade facilities with changing tables ,hygiene bins, and privacy measures as appropriate. Update intimate care policies and share with staff and parents. Ensure staff have training on safe handling and safeguarding through Wigan Outreach,	Funding for equipment and installation. Training materials. Updated policy documents.	Ongoing	Facilities meet statutory requirements. Pupils' dignity and safety maintained. Positive feedback from staff and parents. Regular hygiene checks completed

Improve the access and delivery of information

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Review documentation on website to check accessibility for parents.	Deputy Head teacher Office staff	Ensure documents are accessible to everyone using commonly known vocabulary. Office to be aware of parents who may need support in accessing materials and assisting with this.	Office time, Deputy Head time	On going	All parents will be able to be aware of what is happening at school via the website.

<p>Ensure written materials are available in alternative formats if requested.</p>	<p>Office manager, SENCO</p>	<p>Ensure office staff are able to use Google Translate to translate any written letters and newsletters and ensure parents know this is available.</p> <p>Ensure parents with visual impairments can access policies through either a braille service or enlargement of papers.</p> <p>Invite parents who may need support completing forms.</p>	<p>Google Translate, Office time, Deputy Head time</p>	<p>On going</p>	<p>Parents are able to access all information and complete forms independently or with assistance.</p>
<p>Improve use of visuals to increase understanding of written information.</p>	<p>Deputy Head for Inclusion, SENCO</p>	<p>Continue to renew Widgit to improve picture communication support. Use Widgit to make classroom resources (e.g., word mats, visual timetables, social stories). SENCO to train all relevant staff members in how to use Widgit. SENCO to ensure there is a bank of ready-made resources for teachers and TAs to access.</p>	<p>Training, Time for meetings</p>	<p>On going</p>	<p>Children will understand any written instruction or text as it will be accompanied with the appropriate visuals.</p>
<p>Have interpretation and translation technology or services available for parents who cannot access spoken communication (e.g., BSL) and/or English.</p>	<p>Office Staff</p>	<p>Use online translation tools in meetings (e.g., Google Translate).</p> <p>Allow parents enough time to organise their own translators for meetings.</p> <p>Book translators for crucial meetings via EMTAS.</p>	<p>Translation apps, Translators time</p>	<p>On going</p>	<p>Parents and children will all be able to access meetings and have what's needed to express their views accurately and understand others clearly.</p>

Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by Governing Body.

Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy