



SCHOOL POLICIES

Accessibility Plan

This policy was adopted by the Governors on: March 2011

The last review of this policy was: July 2026

This policy is due for review on: July 2029

Signed Headteacher: N. Craddock

Signed Chair of Governing Body: D. Garside

Hudson Primary School Accessibility Plan

2026-2029

1. Introduction

Hudson Primary School is committed to providing an inclusive education in which disabled pupils can participate fully in school life and experience the same opportunities, benefits, facilities and services as their peers.

This Accessibility Plan has been prepared in accordance with the **Equality Act 2010** and, in particular, Schedule 10, which requires schools to plan for improved access for disabled pupils.

The Equality Act defines disability as a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

The school's accessibility planning duties focus on three key areas:

1. **Increasing access to the curriculum** for disabled pupils.
2. **Improving the physical environment** to enable disabled pupils to access education and the benefits, facilities and services provided by the school.
3. **Improving the delivery of information** to disabled pupils in formats which are accessible to them.

These duties complement the school's wider responsibilities under the Equality Act, including the duty to make reasonable adjustments for disabled pupils.

Hudson recognises that accessibility is not simply about physical access. For some pupils, barriers may relate to communication, sensory processing, regulation, cognition, anxiety, mobility, vision, hearing or the way in which learning and information are presented.

Our approach is therefore to identify barriers early and make appropriate adjustments, adaptations and improvements so that disabled pupils can participate, learn and thrive.

The Accessibility Plan should be read alongside the school's:

- Equality Policy;
- SEND Information Report;
- SEND Policy;
- Behaviour Policy;
- Supporting Pupils with Medical Conditions Policy;
- Safeguarding and Child Protection Policy;
- Curriculum policies; and
- School Development Plan.

2. Our Accessibility Vision

At Hudson Primary School, we believe that **everyone experiences excellence**.

We will continually seek to ensure that disability does not become a barrier to:

- learning;
- communication;
- participation;
- relationships;
- independence;
- physical access;
- enrichment;
- leadership;
- play;
- wellbeing; or
- achievement.

Accessibility will be considered when we plan new provision, refurbish or develop the school environment, purchase resources, organise activities and trips, develop the curriculum and review individual pupils' needs.

Accessibility is therefore an ongoing responsibility rather than a one-off building project.

3. Principles

Hudson Primary School will:

- identify and reduce barriers to participation for disabled pupils;
- make reasonable adjustments where required;
- consider individual needs rather than assuming that one solution will meet the needs of every pupil;
- seek the views of pupils and parents/carers when identifying barriers and planning adjustments;
- provide appropriate auxiliary aids and support where required;
- ensure that disabled pupils can participate in enrichment, trips, clubs, assemblies, performances and wider school activities;
- promote independence wherever possible;
- use specialist advice and external agencies where appropriate;
- consider accessibility as part of building and environmental development;
- ensure that staff understand the accessibility needs of individual pupils;
- monitor the impact of adaptations and interventions; and
- review this plan regularly and revise it when circumstances change.

4. Consultation and Involvement

Accessibility planning will be informed by the experiences and views of:

- disabled pupils;
- parents and carers;
- the Headteacher and Senior Leadership Team;
- the SENDCO;
- teachers and support staff;
- governors;
- relevant health professionals and therapists;

- the Local Authority;
- other external agencies and specialist services.

The school will seek pupil and parent voice where appropriate, recognising that the most effective adjustment for one pupil may not be the most effective adjustment for another.

5. Accessibility Audit and Review

The school will regularly review accessibility across three areas:

Curriculum

Whether disabled pupils are able to access learning, teaching, assessment, enrichment and wider curriculum experiences.

Physical Environment

Whether the school's buildings, grounds, classrooms, communal spaces, toilets, entrances, routes and facilities enable disabled pupils to participate safely and with dignity.

Information

Whether pupils can access information provided to other pupils and whether information can be adapted appropriately to meet individual communication, sensory or accessibility needs.

Findings from monitoring, pupil and parent voice, individual plans, SEND reviews, incident records, staff feedback, building works and external advice will inform ongoing improvements.

The plan will be reviewed during its three-year period and revised where necessary.

6. Accessibility Action Plan

A. Access to the Curriculum

Priority / Action	Responsibility	Timescale	Success Criteria
Ensure reasonable adjustments and appropriate adaptations are identified and implemented for disabled pupils through individual planning, EHCPs and SEND support arrangements.	SENDCO / Teachers / SLT	Ongoing	Pupils are able to access learning and participate meaningfully in lessons.
Maintain a bank of accessible teaching and learning resources, including visual supports, adapted texts, symbols, concrete resources and alternative recording methods.	SENDCO / Curriculum Leaders	Ongoing	Appropriate resources are readily available and used according to pupil need.
Ensure classrooms provide appropriate sensory and regulation resources where required, including visual timetables, movement opportunities, sensory resources and adapted seating.	SENDCO / Teachers	Ongoing	Pupils are able to regulate and engage in learning with appropriate support.

Ensure curriculum planning considers accessibility from the outset rather than relying solely on individual adaptations after barriers arise.	SLT / Curriculum Leaders	2026-2029	Accessibility is evident within curriculum planning and classroom practice.
Ensure disabled pupils have equitable access to educational visits, residential experiences, enrichment, clubs, performances and wider school opportunities.	SLT / Teachers	Ongoing	Disabled pupils participate in wider school life with appropriate adjustments.
Review assessment arrangements and classroom expectations to ensure disabled pupils are not placed at a substantial disadvantage.	SENDSCO / Assessment Lead / Teachers	Ongoing	Appropriate reasonable adjustments are identified and consistently implemented.
Provide staff training relating to disability, accessibility and individual pupil needs, including autism, communication, sensory processing, physical disability and medical needs where relevant.	Headteacher / SENDSCO	Annual / As required	Staff demonstrate increased confidence and understanding in supporting disabled pupils.
Ensure staff working with pupils with specific medical needs receive appropriate training and guidance.	Headteacher / SENDSCO	As required	Relevant staff are trained and able to support identified medical needs safely.
Monitor participation and outcomes for disabled pupils to identify emerging barriers.	SLT / SENDSCO	Termly	Data and pupil information are used to identify and address barriers.
Continue to develop inclusive practice across mainstream classrooms and specialist provision so that pupils' individual needs are supported without unnecessarily limiting their participation in the wider school community.	SLT / SENDSCO	2026-2029	Pupils experience appropriate inclusion, participation and belonging.

Hudson-specific focus

Given Hudson's significant commitment to inclusive mainstream education, autism provision and nurture, the school will particularly focus on ensuring that specialist support **increases access and independence rather than creating unnecessary barriers to participation.**

B. Access to the Physical Environment

Priority / Action	Responsibility	Timescale	Success Criteria
Maintain accessible routes into and around the school and identify barriers promptly.	Headteacher / Premises	Ongoing	Disabled pupils can move safely and appropriately around the school.

Maintain accessible toilet provision and ensure facilities remain suitable for pupils' individual needs.	Headteacher / Premises	Ongoing	Appropriate accessible facilities are available and maintained.
Ensure new building works, refurbishment and environmental developments consider accessibility from the design stage.	Headteacher / Governors / Premises	2026-2029	Accessibility is incorporated into planned capital and refurbishment projects.
Review classroom and communal environments to reduce sensory and physical barriers where reasonably practicable.	SLT / SENDCO / Premises	Annual	Environmental barriers are identified and appropriate adaptations made.
Ensure furniture, equipment and classroom layouts can be adapted to meet individual mobility, sensory and access needs.	SENDCO / Teachers / Premises	Ongoing	Pupils can access learning spaces safely and comfortably.
Ensure emergency evacuation arrangements take account of individual disabled pupils and staff, including Personal Emergency Evacuation Plans where required.	Headteacher / Premises / SENDCO	Ongoing	Individual emergency arrangements are documented and understood by relevant staff.
Consider visual, auditory and other accessibility requirements when reviewing emergency systems and communication.	Headteacher / Premises	2026-2029	Emergency information and systems are accessible to pupils with identified needs.
Review outdoor areas, play spaces and access to physical activity to ensure disabled pupils can participate wherever reasonably practicable.	SLT / Premises / PE Lead	2026-2029	Disabled pupils have appropriate access to outdoor learning, play and physical activity.
Ensure accessibility is considered in future accommodation developments, including any additional classrooms, specialist spaces or external works.	Headteacher / Governors	2026-2029	Planned developments reflect inclusive design principles.

Hudson will use current national guidance on inclusive education estates when planning significant environmental developments and adaptations. The Department for Education published updated **Inclusive education estates** guidance in June 2026, including practical approaches to improving accessibility in mainstream school buildings and outdoor spaces.

C. Access to Information

Priority / Action	Responsibility	Timescale	Success Criteria
Identify the communication and information needs of individual disabled pupils.	SENDCO / Teachers	Ongoing	Staff understand how individual pupils access information most effectively.

Provide information in alternative or adapted formats where reasonably required, including visual, pictorial, symbolic, simplified or enlarged formats.	SENDCO / Teachers	As required	Pupils can access key information in a format appropriate to their needs.
Use visual timetables, symbols, now-and-next boards and other communication supports where appropriate.	Teachers / Support Staff	Ongoing	Pupils understand routines, expectations and learning opportunities.
Ensure important information is presented clearly and consistently around school.	SLT / Premises	Ongoing	Signage supports navigation and independence.
Consider accessibility when producing letters, newsletters, websites, digital communications and information for families.	SLT / Office Team	Ongoing	Families can access important school information in appropriate formats.
Make reasonable adjustments to communication methods where a pupil requires them.	SENDCO / Teachers	As required	Pupils are able to understand and respond to information relevant to them.
Maintain awareness of Local Authority and specialist services that can provide alternative formats or specialist communication support.	Headteacher / SENDCO	Annual review	Appropriate external support is accessed when required.
Review the accessibility of school signage, visual information and communication systems as part of environmental development.	SLT / SENDCO / Premises	2026-2029	Communication and signage support independence and accessibility.

7. Reasonable Adjustments

This Accessibility Plan does not replace the school's responsibility to make reasonable adjustments for disabled pupils.

Where a disabled pupil would otherwise experience a substantial disadvantage compared with non-disabled pupils, the school will consider what reasonable adjustments can be made.

Adjustments may include, for example:

- changes to the way instructions are delivered;
- additional processing time;
- adapted resources;
- visual or symbolic communication;
- sensory adjustments;
- changes to seating or classroom organisation;
- alternative methods of recording;
- adaptations to behaviour support;
- adjustments to school activities or trips;
- auxiliary aids or services; and

- changes to the physical environment where these form part of the school's accessibility planning responsibilities.

The school will consider each pupil's circumstances individually.

The Equality Act's reasonable adjustment duties are intended to work alongside, rather than replace, accessibility planning.

8. Monitoring and Evaluation

The Headteacher and SENDCO will oversee the implementation of this Accessibility Plan.

Progress will be monitored through:

- SEND reviews;
- EHCP reviews;
- pupil voice;
- parent/carers feedback;
- staff feedback;
- learning walks and

Aims of the plan

This plan outlines how Hudson Primary School aims to improve access to education for pupils with disabilities as required by the planning duties in the Equality Act 2010. A person has a disability 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.

This plan aims 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

The accessibility audit

1.1. The governing body will undertake a regular Accessibility Audit.

1.2. The audit will cover the following three areas:

- Access to the curriculum - the governing body will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- Access to the physical environment - the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.

- Access to information – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

1.3. When conducting the audit, the governing body will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- Ambulatory disabilities – this includes pupils who use a wheelchair or mobility aid
- Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired
- Visual disabilities – this includes those with visual impairments and sensitivities
- Auditory disabilities – this includes those with hearing impairments and sensitivities
- Comprehension – this includes hidden disabilities, such as autism and dyslexia

1.4. The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

1.5. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.

1.6. The actions that will be undertaken are detailed in the following sections of this document.

Access to the curriculum Action Plan

Target	Who	Timescale	Outcomes / Success Criteria	Complete
Learning aids to be produced	SENCO	Ad hoc	Resources from whole school training made and available for use e.g. dyslexia friendly resources and resources for visually impaired pupils. Visual timetables, wobble chairs, sensory fidget toys for example available in all classrooms.	In line with current pupils needs
Intervention training for support staff	SENCO	As necessary	Support staff able to work with increased knowledge and provide appropriate resources for pupils	In line with current needs
Termly learning support meetings to take place to assess and address pupil needs.	SENCO	Via annual EHCP assessment	Pupil needs reviewed and being addressed.	In line with pupils' personal plans
Training for teachers on differentiating the curriculum for disabled children as required.	Headteacher	Ad hoc	Teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.	Yes
Staff trained to meet individual medical needs of pupils where applicable.	Headteacher	Ad hoc	Staff completed training for specific needs.	Epi pen training and diabetes awareness training for relevant staff in line with pupil needs

Access to the physical environment Action Plan

Target	Who	Timescale	Outcomes / Success Criteria	Complete
Ensure each area of the school has wheelchair access and egress.			The environment is adapted to the needs of pupils	Yes
Develop a disabled access toilet	Headteacher		A disabled access toilet available in each area of school with changing facilities.	Yes
Emergency systems to have visual alarms	Headteacher		Visual alarms fitted	Yes
All new internal doors accessible for wheelchair users.	Headteacher Deputy / Headteacher		Newly installed doors to be wheelchair accessible.	Yes

Access to Information Action Plan

Target	Who	Timescale	Outcomes / Success Criteria	Complete
Understand the needs of pupils and ensure information is available in relevant formats as necessary • Large print • Braille • Pictorial or symbolic representations	SENCO	Ad Hoc	Pupils have access to curriculum information and all other school information in a format that meets their needs	

Ensure signage is suitable for non-readers, is clear and well situated	Headteacher	Ad Hoc	Pupils are able to navigate the school regardless of any disability	
The school makes itself aware of the services available through the LA for converting written information into alternative formats	Headteacher	Ad Hoc	Pupils have access to curriculum information and all other school information in a format that meets their needs	