Accessibility Plan

Person responsible for Policy	Abigail Moss and Governing Body
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TRUE LEARNING PARTNERSHIP

Our commitment

Hague Bar Primary School is committed to ensuring that all pupils can participate fully in school life, regardless of disability or additional need.

The school recognises that accessibility is not simply about physical access. It is about identifying and removing barriers which may prevent pupils from learning, participating, communicating, behaving successfully, developing independence and experiencing belonging.

The school will therefore take a proactive approach to accessibility. This includes anticipating barriers, making reasonable adjustments and developing an inclusive curriculum and environment which enables pupils to participate alongside their peers wherever possible.

This plan has been developed in accordance with the Equality Act 2010 and Schedule 10, which requires schools to plan for: increasing the extent to which disabled pupils can participate in the curriculum; improving the physical environment; and improving the delivery of information to disabled pupils in accessible formats.

The school will also consider accessibility within its wider commitment to inclusion, recognising that high-quality inclusive practice benefits all pupils, not only those with identified SEND.

1. Curriculum Accessibility and Participation

Key priority: To ensure that the curriculum, including the developing mathematics curriculum, is designed and delivered so that pupils with SEND and disabilities can access ambitious learning, participate meaningfully and develop increasing independence.

The school has a high proportion of pupils with EHCPs relative to national figures. With approximately 55 pupils on roll, this means that individual needs can have a significant impact on curriculum design, staffing and deployment of resources. The school will move towards a model where accessibility is considered at the point of curriculum planning, rather than relying primarily on individual adaptations after a barrier has emerged.

Action	Responsibility	Timescale	Success criteria
Audit the accessibility of the mathematics curriculum, identifying barriers across planning, resources, language, representations, recording and assessment.	Head of School / SENCO / Maths Lead	Autumn 2026	Barriers identified and prioritised.
Implement a consistent approach to accessible mathematics teaching, including concrete resources, visual representations, explicit modelling, mathematical vocabulary, scaffolding and appropriate recording methods.	Maths Lead / Teachers	2026–27	Pupils with SEND increasingly access age-appropriate mathematical learning alongside peers.

Ensure curriculum planning identifies likely barriers and planned adaptations before lessons are taught.	Teachers / SENCO	Ongoing	Adaptations become part of normal planning rather than an additional process.
Develop a bank of accessible mathematical resources and representations which can be used consistently across the school.	Maths Lead	2026–27	Consistent resources available across classes.
Review assessment approaches to ensure pupils with disabilities are not disadvantaged by unnecessary barriers in how they demonstrate understanding.	Head of School / SENCO / Teachers	2026–27	Assessment arrangements reflect individual reasonable adjustments.
Audit wider curriculum subjects, educational visits, PE, music, clubs and enrichment to identify barriers to participation.	Head of School / Subject Leads	2027–28	Participation data demonstrates that pupils with disabilities access the wider curriculum alongside peers.
Use pupil voice and parent/carer feedback to identify barriers that staff may not recognise.	Head of School	Annually	Accessibility priorities informed by pupil and family experience.

Intended impact: Pupils with disabilities and additional needs are able to access an ambitious curriculum alongside their peers, with appropriate adaptations that remove barriers without unnecessarily reducing challenge.

2. Inclusive Behaviour and Emotional Accessibility

Key priority: To ensure that the school's behaviour approach is accessible, predictable and responsive to pupils with SEND and disabilities.

The next step is to ensure that the behaviour policy is consistently implemented and appropriately adapted for pupils whose disability or additional needs affect behaviour, communication, emotional regulation or their ability to respond to conventional behaviour systems.

Action	**Responsibility**	**Timescale**	**Success criteria**
Review implementation of the behaviour policy through an inclusion/SEND lens.	Head of School / SENCO	Autumn 2026	Clear adaptations identified and incorporated into practice.

Establish a consistent approach to identifying when behaviour may be communicating an unmet need, disability-related difficulty or barrier.	Head of School	2026–27	Staff routinely consider underlying need alongside behaviour.
Develop individual reasonable adjustments and preventative strategies for pupils who require them.	SENCO / Teachers	Ongoing	Adjustments are known and consistently implemented.
Ensure behaviour expectations remain high while recognising that reasonable adjustments may be required in how pupils are supported to meet them.	All staff	Ongoing	Pupils are not disadvantaged by an inflexible application of behaviour procedures.
Provide staff training on inclusive behaviour, regulation, de-escalation and reasonable adjustments.	Head of School / SENCO	2026–27	Staff confidence increases and practice becomes consistent.
Review behaviour incidents involving pupils with SEND/disabilities to identify patterns, triggers and environmental barriers.	Head of School	Termly	Analysis informs preventative provision.
Include pupil voice when developing individual behaviour/regulation strategies.	Head of School	Ongoing	Pupils increasingly understand and contribute to their own strategies.

Intended impact: Pupils with additional needs understand expectations, experience consistent and supportive responses, and are enabled to regulate and participate successfully without disability becoming a barrier to belonging or participation.

3. Equitable Deployment of Support Staff

Key priority: Ensure support staff are deployed equitably according to identified barriers, need and intended outcomes, whilst promoting pupil independence.

The school should distinguish between equality and equity. Equality would mean giving pupils the same amount of adult support; equity means deploying resources where they remove the greatest barriers, while ensuring that support does not inadvertently reduce independence or teacher responsibility.

Action	Responsibility	Timescale	Success criteria
Map current support-staff deployment against pupil need, EHCP outcomes, SEN Support plans and barriers to learning.	Head of School / SENCO	Autumn 2026	Clear picture of how adult support is currently allocated.
Review whether support is disproportionately attached to individual pupils/classes rather than being flexibly deployed according to need.	Head of School / SENCO	Autumn 2026	Deployment model reflects need rather than historical allocation.
Develop a deployment model which prioritises high-quality classroom support, targeted intervention and developing pupil independence.	Head of School / SENCO	Spring 2027	Support staff deployment reflects identified priorities.
Ensure teachers retain responsibility for the learning and progress of pupils receiving additional adult support.	Head of School / Teachers	Ongoing	TA support complements rather than replaces high-quality teaching.
Review 1:1 support arrangements regularly to ensure they remain necessary, purposeful and outcome-focused.	Head of School	Termly	Support is adjusted as pupil independence develops.
Provide support staff with training linked directly to the needs of the school's cohort.	Head of School	Ongoing	Staff have the knowledge and skills required to support pupils effectively.
Evaluate the impact of adult support through pupil progress, participation and independence rather than hours of adult contact.	Head of School / SENCO	Termly	Deployment decisions are increasingly evidence-informed.

Intended impact: Adult support is targeted where it makes the greatest difference, enables access to high-quality teaching and progressively develops pupils' independence.

Guiding question: What barrier are we trying to remove, what support will remove it, and what will the pupil increasingly be able to do independently?

4. Physical Accessibility

The existing accessibility plan identified physical-access considerations including steps, signage, wheelchair access, doors, routes around the school, quiet spaces and emergency arrangements. The new plan should review rather than simply reproduce those actions.

Action	Responsibility	Timescale	Success criteria
Complete a new physical accessibility audit of the school site.	Head of School / SBM / SENCO	Autumn 2026	Current barriers identified and prioritised.
Review access routes, entrances, doors, signage and movement around the school.	Head of School / SBM	2026–27	Identified barriers addressed according to priority.
Review accessibility of emergency evacuation procedures for pupils with physical, sensory and communication needs.	Head of School	Annually	Individual evacuation arrangements are understood and practised.
Ensure appropriate furniture, equipment and specialist aids are available according to individual need.	Head of School	Ongoing	Pupils can access learning and facilities safely.
Review provision of calm/low-stimulation spaces and their appropriate use.	Head of School	2026–27	Pupils requiring regulation support can access an appropriate space without this becoming exclusion from learning.
Include accessibility when considering future building developments, purchasing and refurbishment.	Head of School / Governors	Ongoing	Accessibility is considered proactively in financial and premises decisions.

5. Accessible Information and Communication

Action	Responsibility	Timescale	Success criteria
Audit the accessibility of information provided to pupils, including worksheets, visual resources, timetables and instructions.	Head of School / Teachers	2026–27	Consistent accessible approaches established.

Ensure reasonable adjustments are made for pupils who require alternative formats or communication approaches.	Head of School / Teachers	Ongoing	Pupils receive information in a format they can access.
Review website and parent/carer communications for accessibility.	Head of School / SBM	2026–27	Key information is accessible and easy to navigate.
Develop consistent use of visual supports, symbols, simplified language and other communication aids where appropriate.	Head of School / Teachers	Ongoing	Pupils can understand routines, expectations and learning.
Ensure staff know how individual pupils communicate and how information should be presented to them.	Head of School	Ongoing	Individual communication adjustments are understood and implemented consistently.

6. Staff Knowledge and Inclusive Practice

Key priority: To develop a whole-school culture in which accessibility is the responsibility of every member of staff rather than being viewed primarily as the responsibility of the SENCO or support staff.

Action	**Responsibility**	**Timescale**	**Success criteria**
Provide staff training on disability, reasonable adjustments and inclusive practice.	Head of School / SENCO	2026–27	Staff understand their responsibilities under the Equality Act.
Develop a shared understanding of adaptive teaching and ordinarily available provision.	Head of School	2026–27	Consistent inclusive practice evident across classrooms.
Use staff meetings/CPD to share effective strategies arising from individual pupil needs.	Head of School	Ongoing	Effective practice becomes embedded rather than remaining individual to one pupil.
Ensure support staff are included in relevant curriculum,	Head of School	Ongoing	All adults supporting pupils understand the

behaviour and SEND training.			approaches being used.
Review accessibility through learning walks, pupil progress meetings and SEN reviews.	Head of School	Termly	Accessibility becomes part of normal school improvement activity.

Monitoring and Evaluation

The Accessibility Plan will be monitored through termly senior leadership review; SENCO monitoring; pupil progress meetings; SEN Support reviews and EHCP annual reviews; behaviour analysis; pupil and parent/carer voice; learning walks and work scrutiny; support-staff deployment reviews; annual review by governors; physical accessibility audits; and review of reasonable adjustments.

The governing body will receive an annual update on progress against the plan.

Success will not be measured simply by whether individual actions have been completed. The school will consider whether actions have resulted in increased participation, improved access to learning, improved progress, greater independence, improved behaviour and regulation, increased participation in enrichment, reduced barriers, and improved pupil experience and belonging.

Three Headline Priorities for 2026–2029

1. Accessible Curriculum
We will ensure that our curriculum, particularly mathematics, is designed and taught so that pupils with SEND and disabilities can access ambitious learning alongside their peers.

2. Inclusive Culture
We will ensure that our behaviour systems, routines and environments recognise and respond appropriately to disability and additional needs, while maintaining high expectations for all.

3. Equitable Support
We will deploy our people and resources according to identified need and barriers, ensuring that additional support improves access, participation and independence rather than creating dependency.