

# HOWES COMMUNITY PRIMARY SCHOOL



## **ACCESSIBILITY STRATEGY**

May 2026- 2029

| Document Review        |                |
|------------------------|----------------|
| Date of last review:   | May 2026       |
| Shared with staff:     | September 2026 |
| Shared with governors: | July 2026      |
| Frequency of review:   | 3 Yearly       |
| Date of next review:   | May 2029       |

## Contents

|                                                         |          |
|---------------------------------------------------------|----------|
| <b>1. Introduction .....</b>                            | <b>3</b> |
| <b>2. Purpose and Legal Framework .....</b>             | <b>3</b> |
| <b>3. Our Approach .....</b>                            | <b>4</b> |
| <b>4. Access to the Curriculum.....</b>                 | <b>4</b> |
| <b>5. Access to the Physical Environment.....</b>       | <b>5</b> |
| <b>6. Access to Information and Communication .....</b> | <b>6</b> |
| <b>7. Roles and Responsibilities.....</b>               | <b>6</b> |
| <b>8. Monitoring and Review .....</b>                   | <b>7</b> |
| <b>9.Accessibility Action Plan (2026–2029) .....</b>    | <b>9</b> |

# 1. Introduction

At Howes Community Primary School, we are committed to creating an inclusive environment where every child is valued, supported and encouraged to achieve their full potential. We have high expectations for all members of our school community and believe that every child has the right to access a broad, balanced and enriching education.

As a school serving a culturally diverse community, we promote an ethos of respect, care and belonging. We celebrate individuality and work to ensure there are no invisible children, recognising that every pupil has unique strengths, needs and aspirations. We are committed to removing barriers to learning and participation so that all pupils, regardless of their needs or circumstances, can take a full and active part in school life.

We recognise that accessibility is about more than access to buildings. It is about creating an environment where every child feels valued, included and able to participate fully in all aspects of school life. By identifying and removing barriers to learning, communication and participation, we aim to ensure that every member of our school community can thrive.

## 2. Purpose and Legal Framework

This Accessibility Strategy sets out how Howes Community Primary School will continue to improve access to education and school life for pupils, staff, parents, carers and visitors. In doing so, we are committed to ensuring that all pupils have their needs met in a way that values them as individuals, promotes equality and inclusion, removes barriers to learning and participation, and works in partnership with pupils and their parents or carers to meet individual needs.

The strategy has been developed in accordance with the Equality Act 2010 (including Schedule 10), the Children and Families Act 2014 and the Special Educational Needs and Disability (SEND) Code of Practice: 0–25 years (2015).

In line with the Equality Act 2010, the school will make reasonable adjustments where required and will take a proactive approach to ensuring that all pupils can access learning, school facilities and the wider opportunities available to them.

This strategy focuses on three key areas to improve accessibility across the school:

- increasing access to the curriculum for all learners;
- improving access to the physical environment; and
- improving the accessibility of information and communication.

The Governing Body is responsible for ensuring that this strategy is implemented, monitored and reviewed every three years. The strategy will be published on the school's website and reviewed regularly to ensure it continues to reflect the needs of

our school community and supports our commitment to inclusion and continuous improvement.

### **3. Our Approach**

To promote accessibility and inclusion, Howes Community Primary School will:

- provide an inclusive curriculum that enables all learners to achieve their full potential;
- identify and remove barriers to learning, participation and communication;
- make reasonable adjustments to meet individual needs wherever practicable;
- promote independence, confidence and participation across all aspects of school life;
- maintain and improve the accessibility of our buildings, facilities and learning environments;
- provide information and communication in accessible formats when required;
- work in partnership with pupils, parents, carers and external agencies to plan and review support;
- provide staff with appropriate training to promote inclusive practice; and
- monitor and review accessibility arrangements regularly to support continuous improvement.

Accessibility is considered whenever decisions are made about the curriculum, school environment, communication and future developments, ensuring that inclusion remains central to school improvement planning.

### **4. Access to the Curriculum**

At Howes Community Primary School, we are committed to ensuring that all pupils have equal access to a broad, balanced and ambitious curriculum. We recognise that pupils learn in different ways and may require additional support, adaptations or reasonable adjustments to enable them to achieve their full potential. Through high-quality teaching, inclusive practice and effective partnerships with families and external professionals, we aim to remove barriers to learning and ensure that every pupil can participate fully in all aspects of school life. We believe that every pupil should have the opportunity to participate fully in lessons, educational visits, clubs, performances, sporting activities and the wider life of the school.

**To achieve this, we will:**

- provide high-quality, inclusive teaching that meets the needs of all learners;

- make reasonable adjustments and provide appropriate support to meet individual needs;
- use adaptive teaching strategies, specialist resources and assistive technology where appropriate;
- work closely with parents, carers and external agencies to identify and meet individual needs;
- ensure pupils have access to educational visits, clubs, enrichment activities and the wider curriculum;
- provide appropriate training and professional development to enable staff to meet the diverse needs of learners; and
- monitor the progress, participation and achievement of pupils to ensure barriers to learning are identified and addressed.

## **5. Access to the Physical Environment**

At Howes Community Primary School, we are committed to providing a safe, welcoming and accessible environment for pupils, staff, parents, carers and visitors. We recognise that accessibility extends beyond buildings and includes the learning environment, outdoor spaces and the facilities available throughout the school. We will continue to identify and remove physical barriers wherever reasonably practicable, ensuring that everyone can access and participate fully in school life.

### **To achieve this, we will:**

- maintain and develop an accessible learning environment that meets the needs of our school community;
- make reasonable adjustments and provide appropriate facilities to support individual needs;
- consider accessibility whenever building improvements, refurbishments or maintenance work are planned;
- ensure classrooms, shared spaces and outdoor areas are organised to promote safe and independent access wherever possible;
- work with pupils, parents, carers, external professionals and the Local Authority to identify and address accessibility needs;
- ensure emergency evacuation procedures take account of the needs of individuals who may require additional support;
- regularly review the accessibility of the school site and prioritise improvements through our Accessibility Action Plan and Accessibility Audit; and
- promote an inclusive environment where all members of the school community can participate confidently and safely.

## **6. Access to Information and Communication**

At Howes Community Primary School, we are committed to ensuring that information and communication are accessible to all members of our school community. We recognise that individuals may have different communication needs and preferred ways of accessing information. As a Total Communication school, we use a range of communication methods to support understanding, participation and independence, ensuring that communication is accessible and meaningful for all. By providing information in accessible formats and removing barriers to communication wherever reasonably practicable, we aim to ensure that pupils, staff, parents, carers and visitors can access the information they need to participate fully in school life.

To achieve this, we will:

- provide information in accessible formats where required, including large print, simplified text, translated materials or other appropriate formats;
- use a range of communication methods, including Total Communication approaches, to ensure information is accessible to all members of our school community;
- work in partnership with pupils, parents, carers and external agencies to identify and meet individual communication needs;
- ensure learning resources, school communications and key policies are available in accessible formats upon request, wherever reasonably practicable;
- make appropriate use of technology and assistive resources to support communication and access to information;
- provide interpretation or translation services where appropriate to support effective communication;
- ensure staff understand and respond appropriately to individual communication needs; and
- regularly review our communication practices to promote accessibility and continuous improvement.

## **7. Roles and Responsibilities**

Accessibility is a shared responsibility across the school community. All staff have a role in promoting an inclusive environment and removing barriers to learning and participation.

**The Governing Body is responsible for:**

- ensuring the school meets its duties under the Equality Act 2010;
- approving, monitoring and reviewing this Accessibility Strategy; and

- ensuring appropriate resources are available to support its implementation.

**The Headteacher is responsible for:**

- leading the implementation of the strategy;
- ensuring accessibility is considered within school improvement planning;
- promoting an inclusive culture across the school; and
- monitoring the effectiveness of accessibility arrangements.

The member of the Senior Leadership Team with responsibility for Inclusion and SEND will oversee the implementation of this strategy, working closely with the Site Manager and other relevant staff to ensure accessibility is embedded across all aspects of school life.

All staff are expected to contribute to an inclusive learning environment, identify and remove barriers where possible, and promote equality of opportunity for all members of the school community.

## **8. Monitoring and Review**

This Accessibility Strategy will be reviewed every three years by the Governing Body, or sooner if there are significant changes to legislation, guidance or the needs of the school community.

Progress towards the priorities identified within this strategy will be monitored regularly through:

- the Accessibility Action Plan;
- the Accessibility Audit;
- ongoing evaluation of the school's environment, curriculum and communication;
- feedback from pupils, parents, carers, staff and external professionals; and
- the school's wider self-evaluation and school improvement processes.

The school is committed to continuous improvement and will review accessibility arrangements regularly to ensure they remain effective, inclusive and responsive to the needs of our school community.



## 9.Accessibility Action Plan (2026–2029)

The following priorities support the implementation of this Accessibility Strategy and will be reviewed annually by the Governing Body. Progress will be informed by the school's Accessibility Audit, ongoing self-evaluation and the changing needs of pupils, staff and the wider school community.

| Priority Area                           | Objective                                                                                                     | Key Actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Lead Responsibility                          | Timescale                    | Success Criteria                                                                                                                                                                                                                           |
|-----------------------------------------|---------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Access to the Curriculum                | Ensure all pupils can access a broad, balanced and inclusive curriculum and participate fully in school life. | <ul style="list-style-type: none"> <li>• Continue to develop inclusive teaching and adaptive practice.</li> <li>• Make reasonable adjustments and provide appropriate support to meet individual needs.</li> <li>• Ensure pupils can access educational visits, clubs, enrichment activities and the wider curriculum.</li> <li>• Provide ongoing staff training to support inclusive practice.</li> <li>• Monitor pupil participation, progress and achievement.</li> <li>• Work collaboratively with parents, carers and external agencies to support individual needs.</li> </ul> | Headteacher<br>SLT Lead for Inclusion & SEND | Ongoing<br>Reviewed annually | Pupils can access learning and participate fully in all aspects of school life. Barriers to learning are identified and addressed promptly. Staff are confident in delivering inclusive practice and pupils participate fully in learning. |
| Access to the Physical Environment      | Maintain and improve an accessible, safe and welcoming school environment.                                    | <ul style="list-style-type: none"> <li>• Maintain accessible facilities, equipment and learning environments.</li> <li>• Consider accessibility in all future site developments, refurbishment and maintenance projects.</li> <li>• Review emergency evacuation arrangements where required.</li> <li>• Review the Accessibility Audit annually and implement identified improvements according to priority.</li> </ul>                                                                                                                                                              | Headteacher<br>Site Manager                  | Ongoing<br>Reviewed annually | The school environment remains safe, accessible and responsive to the changing needs of pupils, staff and visitors.                                                                                                                        |
| Access to Information and Communication | Ensure information and communication are accessible to all members of the school community.                   | <ul style="list-style-type: none"> <li>• Continue to embed Total Communication approaches across the school.</li> <li>• Provide information in accessible formats where required.</li> <li>• Use technology and appropriate communication methods to support accessibility.</li> <li>• Ensure key school information and policies are available in accessible formats upon request.</li> <li>• Review school communication systems, including the website and key policies, to ensure they remain accessible and meet individual needs.</li> </ul>                                   | Headteacher<br>SLT Lead for Inclusion & SEND | Ongoing<br>Reviewed annually | Information is accessible, communication barriers are minimised and pupils, parents, staff and visitors can access the information they need.                                                                                              |

This Accessibility Strategy demonstrates Howes Community Primary School's commitment to ensuring that accessibility, inclusion and equality remain at the heart of school improvement and the experiences of every member of our school community.