



HORSFORTH NEWLAITHES
PRIMARY SCHOOL

Accessibility Plan
2026-2029

Policy owner	Headteacher
Operational leads	SENCO / School Business Manager
Approved by	Full Governing Body
Date approved	Autumn 2026
Review date	Autumn 2029
Applicable to	Horsforth Newlaithes Primary School

Horsforth Newlaithes Primary School, Victoria Crescent, Horsforth, Leeds, LS18 4PT
0113 258 8645 | hello@stf.newlaithes.co.uk

Contents

1. Purpose and statutory context
2. Our approach to accessibility
3. Current position and evidence base
4. Responsibilities, monitoring and review
5. Accessibility action plan
 - A. Increasing access to the curriculum
 - B. Improving the physical environment
 - C. Improving access to information
6. Links to other policies and guidance

1. Purpose and statutory context

Horsforth Newlaithes Primary School is committed to ensuring that disabled pupils can participate fully in school life, access a broad and ambitious curriculum and benefit from the facilities, services and opportunities available to all pupils.

This Accessibility Plan is prepared in accordance with Schedule 10 of the Equality Act 2010. Over the period of the plan, the school will take action to:

- increase the extent to which disabled pupils can participate in the school curriculum;
- improve the physical environment of the school so that disabled pupils can take greater advantage of education, facilities and services; and
- improve the delivery of information to disabled pupils where that information is readily accessible to pupils who are not disabled, taking account of pupils' disabilities and the preferences of pupils and their parents or carers.

The governing body will keep this plan under review during the period to which it relates, revise it where necessary and have regard to the resources required to implement it. The plan does not replace the school's continuing duty to make reasonable adjustments for individual disabled pupils as needs arise.

2. Our approach to accessibility

For the purposes of this plan, disability is understood in line with the Equality Act 2010. The school takes an anticipatory approach: we seek to identify and remove barriers before they prevent a pupil from participating, rather than waiting for a difficulty to become established.

Our approach is based on the following principles:

- disabled pupils are entitled to high expectations, ambitious teaching and full participation in the life of the school;
- reasonable adjustments are planned around individual need and informed by pupils, parents or carers and specialist advice where appropriate;
- accessibility is considered when curriculum approaches, digital resources, visits, events, premises work and purchases are planned;
- staff receive the information and training they need to make teaching, communication and the environment accessible;
- physical improvements are prioritised according to identified need, impact, feasibility and available resources; and
- information is provided in an accessible form and within a reasonable time where a pupil needs an alternative format.

3. Current position and evidence base

The school completed a detailed accessibility audit in April 2026. The audit considered access to the site and buildings, parking, ramps and steps, entrances, corridors, doors, lifts, toilets, fixtures and fittings, lighting and acoustics, emergency evacuation, building management, curriculum access and the provision of information in alternative formats.

The audit identified a strong overall baseline. Accessible routes and parking are available; the school has ramped access, a passenger lift, an accessible WC, induction loop provision and established evacuation arrangements. The curriculum and alternative-format sections of the audit also recorded appropriate provision. Reception seating identified for review in the audit has since been addressed.

The plan also reflects current needs within the school, including hearing impairments. This means that acoustics, listening environments, assistive technology, visual access to information and staff awareness are particular areas of focus.

Area	Current position	Planning focus
Curriculum access	The April 2026 audit recorded positive provision across staff support, classroom organisation, participation, educational visits, technology and the removal of barriers to learning.	Maintain this position and strengthen practice for pupils with hearing impairments and other emerging needs.
Physical environment	The site has accessible routes, parking, ramped access, lift access, accessible WC provision and emergency arrangements. Reception seating has been improved since the audit.	Improve selected signage; address glare in the Small Hall corridor; review entrance handrails and adjustable lighting; consider longer-term personal care/changing needs.
Access to information	The audit recorded the ability to provide information in alternative formats and the use of induction loop provision.	Ensure information remains available promptly in suitable formats, with particular attention to visual and written support for pupils with hearing impairments.

4. Responsibilities, monitoring and review

The governing body is responsible for approving the Accessibility Plan and for ensuring that the school meets its duties under the Equality Act 2010. The Headteacher is accountable for implementation.

Operational responsibility is shared according to the nature of the action:

- the SENCO leads on curriculum accessibility, reasonable adjustments, specialist advice and the identification of barriers affecting individual pupils;
- the School Business Manager leads on premises, maintenance, signage, equipment, servicing and capital planning;
- teachers and curriculum leaders are responsible for accessible teaching, resources, visits and participation; and
- all staff should raise emerging accessibility barriers promptly so that reasonable action can be taken.

Progress against the action plan will be reviewed at least annually and reported to governors. The plan may be revised earlier where a pupil's needs, specialist advice, building works, new guidance or other material changes make this necessary. Pupils and parents or carers will be involved where an action relates directly to their access needs.

Resources: accessibility improvements will be met through the school's delegated budget, devolved capital, local authority support or other available funding as appropriate. Major works will be subject to feasibility, professional advice and the resources available.

5. Accessibility action plan

A. Increasing access to the curriculum

Ref	Action	Success criteria	Responsibility	Timescale
A1	Maintain staff knowledge of inclusive teaching and reasonable adjustments, with an annual focus on supporting pupils with hearing impairments.	Staff use agreed strategies consistently; reasonable adjustments are evident in classroom practice and reviewed when needs change.	SENCO / Headteacher	Autumn 2026, then annually
A2	Review the listening environment for pupils with hearing impairments, including seating, background noise, visual access to the speaker, captions or visual support and any assistive technology recommended by specialists.	Identified adjustments are in place; equipment is used appropriately; pupil and parent feedback indicates that teaching and communication are accessible.	SENCO / Class teachers / SBM	Autumn 2026, then as needs arise
A3	Ensure specialist advice is reflected in pupil provision, transitions and classroom routines, and that relevant information is shared with staff who need it.	Advice is implemented promptly and reviewed; transitions between classes and phases retain effective adjustments.	SENCO	Ongoing

Ref	Action	Success criteria	Responsibility	Timescale
A4	Build accessibility into the planning of educational visits, clubs, PE, performances, assemblies and other enrichment.	No pupil is unnecessarily excluded because of disability; reasonable adjustments are planned at the earliest stage.	Teachers / Visit leaders / SLT	Ongoing
A5	Review curriculum and digital resources for accessibility, including captions or transcripts for audio-visual content and suitable visual or written support where required.	Resources can be accessed by pupils with identified needs without reducing curriculum ambition.	Curriculum leaders / SENCO	By Summer 2027, then ongoing

B. Improving the physical environment

Completed since the April 2026 audit: reception seating has been reviewed and improved.

Ref	Action	Success criteria	Responsibility	Timescale
B1	Review wayfinding to the accessible parking bays and main entrance, including the signage identified in the audit, and add or reposition signs where this would improve clarity.	Accessible parking and the main accessible route are easy to identify from arrival on site.	SBM	By December 2026
B2	Review signage to the accessible WC and improve it where needed.	The accessible WC can be located easily by pupils, staff and visitors.	SBM	Autumn 2026
B3	Assess glare in the Small Hall corridor and implement proportionate mitigation, such as blinds, film, lighting changes or layout adjustments, where required.	Glare is reduced to a level that does not create an avoidable visual barrier.	SBM	By Spring 2027
B4	Review the handrail arrangement at the reception entrance against current accessibility guidance and user need, seeking professional or local authority advice where necessary.	The entrance provides safe, practical support for users who need handrails; any required improvement is programmed.	SBM / Headteacher	By Summer 2027
B5	Review how lighting can be adjusted in classrooms and shared spaces and provide local or task-based adjustments where an identified need cannot be met by the existing system.	Pupils with visual, sensory or other relevant needs can access suitable lighting; future refurbishment considers controllability and inclusive design.	SBM / SENCO	2026-2028 and as needs arise
B6	Review the need and feasible options for accessible personal care, changing or shower provision as part of future capital planning, and act sooner where an individual pupil need requires it.	The school has a clear response if such provision is required and accessibility is considered in relevant capital projects or funding bids.	Headteacher / SBM / SENCO / Governors	By Summer 2028, or earlier if required
B7	Maintain accessible routes, lift, induction loops, accessible WC and emergency systems, and ensure PEEPs or other individual evacuation arrangements are in place where required.	Key accessibility features remain operational and safe; individual evacuation needs are planned and reviewed.	SBM / SENCO	Ongoing

C. Improving access to information

Ref	Action	Success criteria	Responsibility	Timescale
C1	Provide school and curriculum information in an alternative format where this is required by a disabled pupil, taking account of the pupil's needs and the preferences of the pupil and their parent or carer.	Information is supplied in an appropriate format and within a reasonable time.	SENCO / School office	Ongoing
C2	For pupils with hearing impairments, use appropriate written and visual communication, captioned or transcribed audio-visual material and assistive listening systems where recommended.	Pupils can access spoken and audio information across lessons, assemblies and school activities.	Teachers / SENCO	From Autumn 2026, ongoing

Ref	Action	Success criteria	Responsibility	Timescale
C3	Maintain and clearly sign available induction loop or assistive listening provision and ensure staff know how to access and use it.	Equipment is functional, appropriately signed and used when needed by pupils, families, staff or visitors.	SBM / School office	Check Autumn 2026, then routinely
C4	Ensure pupil-facing digital and printed materials use accessible presentation where practicable, including clear structure, readable text, strong contrast, meaningful visuals and alternative text or descriptions where relevant.	New information is increasingly accessible by design and fewer reactive adaptations are required.	Curriculum leaders / Office	By Summer 2027, then ongoing
C5	Ensure emergency and safety information is accessible to pupils with sensory impairments, including through individual evacuation planning where necessary.	Relevant pupils can receive and understand emergency instructions and know how they will be supported.	Headteacher / SBM / SENCO	Autumn 2026, then reviewed as needs change

6. Links to other policies and guidance

This plan should be read alongside the school's SEND Policy and SEN Information Report, Equality Information and Objectives, Supporting Pupils with Medical Conditions Policy, Health and Safety arrangements, Educational Visits procedures and safeguarding arrangements.

The plan has been prepared with reference to:

- Equality Act 2010, including Schedule 10 (Accessibility for disabled pupils);
- Children and Families Act 2014 and the Special Educational Needs and Disability Regulations 2014;
- SEND Code of Practice: 0 to 25 years;
- Department for Education guidance on information maintained schools must publish online; and
- Department for Education, Inclusive education estates (June 2026).

The April 2026 Accessibility Audit remains the detailed premises and provision evidence base for this plan. Actions in this plan will be updated as work is completed and as new accessibility needs are identified.