



Horn Park School

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Accessibility Plan

Reviewed policy agreed by LSC on: 2 nd October 2025
Reviewed policy shared with staff on: 3 rd October 2025
Policy to be reviewed: September 2028

Aims

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

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the school's physical environment 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.

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

Our school principles and values

Horn Park Primary is a 2-form entry primary school in Years 4,5 and 6; it is one form entry in Reception and Years 1,2 and 3. The school is home to an enhanced provision. This provision educates children with a diagnosis of autism and additional complex learning difficulties. Horn Park is a partially accessible school, with wide corridors and a changing suite downstairs.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The plan will be made available online on the school website, and paper copies are available upon request.

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

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

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.

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 pupil with disabilities

faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

Links with other policies

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Compass Teaching for Learning document
- Health & Safety policy
- Equalities policy
- SEND Policy
- Relationships and Behaviour Policy
- Anti-Bullying Policy

Monitoring arrangements

This policy will be agreed by the board of trustees.

The content of the action plan will be agreed upon and monitored by the local school committee. The plan will be reviewed every 3 years and may be reviewed and updated more frequently if necessary.

Horn Park Primary School Accessibility Plan – 2025-2028

Improving the Physical Access at Horn Park Primary School				
Aims	Current good practice	Actions to be taken	Person Responsible	Timescales
<p>Improve and maintain access to the physical environment</p>	<p>Horn Park is a two-form entry school spread across two floors. Children with mobility differences can access the lower levels of the school independently and require support to access the higher levels.</p> <p>The school's main entrance is sloped to support those with a physical disability, in a wheelchair or walker to access the school office and ground floor. We keep all areas of the school free from clutter and obstructions.</p> <p>One accessible toilet is located on the ground floor of the school and one on the first floor.</p> <p>A shower is available for any child/staff member that requires it, on the ground floor and first floor.</p> <p>The playground is regularly monitored and assessed.</p> <p>All staff and/or children with short- or long-term accessibility difficulties are risk assessed and a PEEP (personal emergency evacuation plan) is drawn up and regularly reviewed.</p> <p>Educational visits and any activities in school such as: sports day, enrichment groups, visitors are made as accessible as possible. For Educational visits, an individual risk assessment outlining</p>	<p>The intercom system is too high and would not be accessible to a wheelchair user. Consider either lowering the current system or adding an additional system to enable easy access</p> <p>Update staff training when appropriate, specifically linked to evachair</p> <p>Develop a permanent sensory circuit space for children to access alongside use of the sensory room</p>	<p>Premises Manager</p> <p>Headteacher/SENCo</p> <p>SENCo</p>	<p>By 2026</p>

	<p>adjustments and staffing (if required) is drawn up and agreed with parents/carers.</p> <p>Staff have been trained in evachair. In the event of a fire specific members of staff have been trained in moving and handling children with physical difficulties.</p> <p>A growing number of children across reception and in our enhanced provisions are not yet toilet trained; a dedicated hygiene suite has been built on the ground floor. This includes accessible toileting facilities, washing facilities and space to change.</p> <p>A specialised sensory room has been built for children in the mainstream classrooms, as well as the specialist provisions to use, supporting emotional regulation, focus, and inclusive learning for all.</p>			
Improving the curriculum Access at Horn Park Primary School				
Aims	Current good practice	Actions to be taken	Person Responsible	Timescales
Increase access to the curriculum for pupils with SEND	<p>Our school offers a well-structured curriculum that is designed to build on prior learning; teachers scaffold the curriculum to ensure children are able to access learning</p> <p>Curriculum progress is tracked for all pupils. Those working significantly below age expectations are tracked using Learning Journeys, a bespoke assessment system developed by Willow Dene School.</p>	<p>SLT to continue to monitor through book looks, planning looks, observations and discussions with children, teachers and parents</p> <p>Parent workshops on specific areas of SEND</p>	<p>SLT</p> <p>SENCo</p>	<p>Ongoing</p> <p>Completed and ongoing</p>

	<p>Quality first teaching is the best Interventions for all children. Where children have additional needs, well planned interventions are pitched at the next step in learning to enable children with SEND to make good progress. Interventions are evaluated termly and targets are reviewed.</p> <p>Provision Maps, Individual Learning Plans (ILPs) and passports which support learning at a more targetted level are accessed through an online portal, Edukey.</p> <p>Specialist staff support areas of the curriculum to ensure good progress is made.</p> <p>Each classroom uses a universal visual timetable.</p> <p>Termly pupil progress meetings allow teachers and SLT to discuss provision for children who may need additional support.</p> <p>Regular support from outside agencies, including, Educational Psychologist, ASD outreach, Occupational Therapy and Speech and Language therapy.</p> <p>Staff undertake yearly training in EpiPen, asthma and epilepsy.</p> <p>Teaching and support staff undertake regular training on supporting children with SEND and personalising learning.</p> <p>NELI has been implemented and is supporting children's speech and language development, as has the SHREC approach in EYFS</p>	<p>CPD in autumn term to focus on children's access to high quality adaptive teaching and oracy</p> <p>School led provision for ASD uses a larger space, including the shared use of the reception play area</p>	<p>SLT</p> <p>SENCo and AHT</p>	<p>Autumn 2025/Spring 2026</p> <p>Aut 2025</p>
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<p>Access to specialist provision for children with complex needs</p>	<p>Sycamores class, which supports children with ASD, runs alongside mainstream. A school led provision was initially opened in 2016, known as Sycamores class. Millennium classroom opened in 2018 due to growing need. Sycamore will be the only school led provision in September 2025.</p> <p>Sycamore's curriculum is based on the Development Matters Curriculum and was updated for September 2024 to meet the needs of the current group of children.</p> <p>Increased understanding across the school of ASD for both staff and children attending Horn Park</p> <p>Specialist interventions such as sensory circuits, attention autism, PECS and TEEACH are appropriately planned for based on children's individual needs and regularly reviewed and updated.</p> <p>Children are assessed using Learning journeys, a system which can track progress in detail across all areas of learning. Learning journeys are embedded in Sycamore class and are used alongside the curriculum to plan personalised provision for the children.</p> <p>Children's individual emotional and well-being needs are addressed using Boxhall profiles as well as through ELSA sessions. Questionnaires are also given to parents and teachers to establish a baseline.</p>	<p>Continue to monitor that the curriculum is meeting the needs of the children in the provisions.</p> <p>In the 25/26 academic year, the school is working with Whole Education to support action planning for SEND as well as increasing capacity for collaborative work across the trust</p> <p>Continued CPD for teachers and support staff from SALT and OT.</p> <p>Continued Professional development for specialist staff to ensure their knowledge and skills are up to date and regularly refreshed.</p> <p>Careful review of individual pupil timetables to ensure purposeful opportunities to interact with the wider school</p>	<p>SENCo and Trust SEND Lead</p> <p>SENCO/Headteacher/Trust SEND lead</p> <p>SENCo</p> <p>HT/SENCo/Trust SEND lead / EPs</p> <p>SENCO/AHT</p> <p>SENCO / SEMH lead</p>	<p>Ongoing</p> <p>Autumn 2025</p> <p>Ongoing</p> <p>Ongoing</p> <p>End of each intervention – ongoing.</p>

		Questionnaires to be repeated at the end of interventions to measure impact.		
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Children with EHC plans access after school clubs with additional support where possible.	Review all out-of-school provision to ensure compliance with legislation	SLT	Ongoing
Improving the Delivery of Written Information at Horn Park Primary School				
Aims	Current good practice	Actions to be taken	Person Responsible	Timescales
To improve the standard and range of communication systems that the school uses to engage with parents and other stakeholders	The school currently uses a range of ways to communicate with parents such as newsletters, email, text, social media. Leaders' are visible and available to answer questions and talk to parents at the beginning and end of the school day.	Using technology to translate communication for parents are not fluent in the English language Develop simple video/audio guides to support parents to navigate: <ul style="list-style-type: none"> • Secondary transfer • Application for EHCP • Annual reviews 	Office Lead SLT	Autumn 25 - ongoing Autumn 2025 - ongoing