School:	**Haywards Farm School**
Policy:	**Accessibility Policy**

This policy will be reviewed on an annual basis; however, should a need arise, it will be reviewed when required.

This policy will be read, understood, and signed by all staff yearly and when changes have been made in line with government and DfE guidelines and changes.

Document Controlled
SEND Policy, Health and Safety Policy

Last reviewed:	May 2026	**Version:**	V 5.0
Date of next review:	July 2027	**Review schedule:**	Annual
Type of policy:	Statutory	**Reference:**	HFS Accessibility Policy 2026-2027
Owner:	Haywards Farm School	**Approval:**	Proprietors

Change History			
Version	**Date**	**Description**	**Change ID**
1	January 2023	Created and implemented	LP
2	February 2023	Proprietor Approval	RR/GC/LP
3	July 2024	Reviewed	RR/GC
4	July 2025	Yearly Review	AW
5	Sept 2026	Yearly Review	AW

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1. Purpose and commitment

Haywards Farm School is an independent specialist school for primary-aged pupils with complex special educational needs and disabilities (SEND). All pupils have Education, Health and Care Plans (EHCPs). Accessibility means removing barriers to participation, learning, communication, safety, belonging, and independence. The school will make reasonable adjustments based on individual needs and will not assume that a specialist placement alone makes provision accessible.

2. Legal and inspection context

This policy and plan are informed by the Equality Act 2010, including Schedule 10 and the reasonable adjustment duties; the Education (Independent School Standards) Regulations 2014 (as amended), especially Parts 1, 3, 5 and 8; the Children and Families Act 2014 and SEND Code of Practice; and applicable health and safety and safeguarding requirements. The renewed Ofsted education inspection framework informs evaluation of impact, especially inclusion, curriculum and teaching, achievement, attendance and behaviour, well-being and leadership. Inspection evaluation criteria are not additional statutory accessibility duties.

3. Statutory accessibility objectives

Over the life of this plan the school will: (a) increase the extent to which disabled pupils participate in the curriculum; (b) improve the physical environment to enable disabled pupils to take better advantage of education and school services; and (c) improve delivery of information to disabled pupils in accessible formats. These three strands underpin the action plan below.

4. Identifying individual barriers

At admission, transition and whenever needs to change, the SENCo and class team will review EHCP outcomes and specified Section F provision, professional advice, parent/carer views, pupil voice and observed access to learning. They will consider communication, cognition, literacy, sensory processing, mobility, emotional regulation, trauma-related needs, medical needs, and transitions. Agreed adjustments will be recorded in accessible pupil profiles, teaching plans, risk assessments and, where appropriate, medical or personal emergency evacuation plans. The school will distinguish identified needs from assumptions about diagnoses.

5. Curriculum and teaching accessibility

Teachers retain ambitious, appropriate learning intentions while adapting teaching, materials, pacing, environment, and means of demonstrating knowledge. Strategies may include explicit modelling, visual timetables, now/next prompts, chunked instructions, pre-teaching vocabulary, practical learning, alternative recording, supported communication, movement breaks and structured regulation support. Assistive technology and specialist equipment will be considered beneficial; technology will not be imposed as a default. Staff will check whether adjustments increase genuine participation, independence, and progress, rather than merely task completion.

6. Accessibility of Assessments and Examinations

Haywards Farm School ensures that pupils can demonstrate their knowledge, understanding and progress without unnecessary barriers arising from special educational needs or disabilities. Assessment arrangements are informed by EHCPs, pupil profiles, professional advice and usual classroom provision. Staff will consider accessible communication, practical or verbal responses, alternative recording methods, sensory adjustments and appropriate adult support. Any statutory assessment or formal examination will follow the relevant assessment rules and access-arrangement requirements. The SENCo and teachers will review the effectiveness of adjustments and use findings to inform teaching and support.

7. Communication and accessible information

Pupils will receive information in a format they can understand, which may include visuals, symbols, simplified language, enlarged print, spoken explanation, alternative and augmentative communication (AAC), or individually adapted materials. Staff will check comprehension and

provide processing time. Families and visitors may request accessible versions of key school communications; requests and responses will be recorded.

8. Physical environment and safety

The school occupies an adapted older building. The existing plan records stairs and no lift, a level main entrance and an accessible toilet near the entrance. These facts must be checked against the current site survey. The school must not describe the whole building as wheelchair accessible. The Head of School and site lead will assess routes, thresholds, classroom allocation, toilets, lighting, acoustics, signage, outdoor areas, parking, arrival and departure, and emergency evacuation. Where a barrier cannot immediately be removed, a documented, safe and educationally appropriate alternative and longer-term improvement will be considered. Individual PEEPs will be prepared where required and reviewed following changes.

9. Educational Continuity and Temporary Loss of Access to School Premises

If fire, flooding, structural concerns, utility failure or another significant incident prevents safe access to some or all school premises, the Head of School will coordinate an immediate safety and accessibility assessment with the Director of Education, SENCo and proprietor. The school will consider safe use of unaffected areas, suitable alternative accommodation where legally and operationally appropriate, and individualised temporary provision.

Decisions will account for safeguarding, transport, staffing, communication, medical needs, specialist equipment, sensory regulation and EHCP Section F provision. Remote learning will not be assumed suitable for pupils with complex SEND. Parents and carers and relevant local authorities will be informed as appropriate, and arrangements will be reviewed until usual provision can safely resume. The separate Emergency and Business Continuity Plan contains operational procedures; no alternative venue is presumed available without prior confirmation and risk assessment.

10. Emotional, sensory and relational accessibility

The school recognises that sensory overload, anxiety, demand-related distress, unfamiliar routines and communication differences may obstruct access as substantially as physical barriers. Staff will use predictable routines, relational approaches, planned transitions, co-regulation, reasonable environmental adjustments, and individualised responses to distress. Behaviour support and risk management must preserve dignity and avoid punitive responses to disability-related needs. Any restriction on participation will be proportionate, documented, reviewed, and linked to a plan to restore access.

11. Inclusion beyond lessons

Adjustments apply to assemblies, playtimes, lunch, clubs, visits, transport-related transitions, enrichment and therapeutic activities as well as classroom lessons. Off-site provision and external providers will be assessed for accessibility, safeguarding and suitability. Pupil participation and reasons for non-participation will be monitored.

12. Roles and accountability

Proprietors: approve the policy and plan, resource proportionate improvements and scrutinise impact. Director of Education: provide strategic oversight and challenge. Head of School: ensure implementation, staff accountability, safe premises and termly reporting. SENCo: lead inclusion reviews, coordinate EHCP-related adjustments, advise staff and track barriers and outcomes. Teachers: plan and assess accessible teaching and record adjustments. All staff: implement agreed arrangements, report barriers promptly and seek pupil views. Site/health and safety leads: conduct access checks and oversee emergency arrangements. Families and pupils: contribute to reviews wherever practicable.

13. Monitoring, evidence and review

The SENCo and Head of School will review priority barriers at least half-termly and report termly to the Director of Education and proprietors. Evidence will include sampled EHCP Section F implementation, lesson access, participation in the full curriculum, attendance and reasons for absence, individual learning and communication targets, pupil and parent voice, incidents of exclusion from activities, site audits and completed actions. Baselines and targets must be established before claims of improvement are made. The policy will be reviewed annually and sooner following material changes, significant incidents or updated statutory requirements.

14. Complaints and linked policies

Concerns about accessibility or reasonable adjustments may be raised through the school complaints procedure without prejudice to statutory rights. This policy should be read alongside SEND, curriculum and assessment, safeguarding, behaviour, health and safety, medical conditions, educational visits, equality and complaints of policies.

Accessibility Plan 2026- 2028

1. School's Strategic Priorities:

- Keeping our children safe
- Promoting a sense of belonging
- Ensure Individual Impact Assessments are completed for all students and staff with disabilities.
- Performance, attendance, and social inclusion
- Promoting Emotional and Physical Wellbeing

2. Strengths and Difficulties

Strengths

- Good ratio of support for all students.
- Differentiated curriculum.
- All students have pastoral support plans that identify individual needs and support.

- Zero tolerance of bullying, harassment and racial incidents.
- PSHCE Curriculum, including programmes which promote an understanding of the needs of disabled people.
- Genuine commitment to meeting the needs of disabled people.
- The school is not wheelchair accessible as the school has stairs and no lift
- There is an accessible toilet close to the main entrance

Difficulties

Welfare facilities for disabled people are limited. Access and egress are manageable for physically disabled people, the building has wheelchair access through the front entrance, and the School undertakes PEEPs (Personal Emergency Evacuation Plan) when necessary to ensure, in the case of fire, that individual needs are considered.

(The School has been developed from an old existing building which stood prior to the introduction of current legislation). The school shall endeavour to ensure that all new building work is compliant with Equality Act 2010 legislation.

3. The General Duty

Haywards Farm School will actively seek to:

- Promote equality of opportunity between disabled persons and other persons.
- Eliminate discrimination that is unlawful under the Act.
- Eliminate harassment of disabled persons that is related to their disabilities.
- Promote positive attitudes towards disabled persons –This means not representing people in a demeaning way, and it means not pretending they do not exist and not representing them anywhere at all.
- Encourage participation by disabled persons in public life -It is also important to respect the wishes of disabled young people in an educational setting so that they do not feel pushed into activities they do not wish to take part in.
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

4. Specific Duty – How will we meet the general duty?

#the production of this disability equality scheme provides us with a framework for integrating disability equality into all aspects of School life and demonstrates how we are seeking to meet the specific duty.

- Involvement of disabled people in developing the scheme.
- Developing a voice for disabled students, staff and parents/carers.
- The School Council includes students who have been elected by their peers.

5. Removing Barriers

The school is extremely pro-active. Where young people are identified as experiencing specific difficulties every effort is made to ensure that this does not affect their experience within School i.e.

- The curriculum is differentiated appropriately to match the level for the student. Large print, coloured paper and special equipment can be used to support specific needs.
- Regular meetings are held to discuss the child's specific needs and this information is shared with all staff. This ensures staff deliver lessons that can be accessed by all students regardless of their disability
- Regular review of training/CPD for all staff as identified from the needs of students and staff themselves.

The Head of School ensures that concessions are applied for in appropriate cases.

Equal opportunities are considered and addressed when planning any new building work. The Accessibility Plan is consulted, and areas of concern are addressed (see action plan).

6. Eliminating Harassment and Bullying

Haywards Farm School operates a zero-tolerance policy on bullying and harassment.

7. Reasonable Adjustments

The school is committed to ensuring adjustments are made promptly and effectively.

8. Contractors and Procurement

A named officer will be identified at the outset with contractors/visitors to ensure that issues are raised at the earliest opportunity. The school will make every effort to make reasonable adjustments in order to support those with disabilities.

9. Information, Performance and Evidence

- Student Achievement / Status / Attendance
- Learning opportunities. The school offers a varied and balanced curriculum in line with the National Curriculum which is accessed by everyone regardless of disability. Adaptation and scaffolding is applied accordingly when necessary.
- Admissions, transitions and Exclusions prior to a place being offered in the school, students will be subject to an interview process which will consider the specific needs of the prospective student.
- Employing, promoting and training disabled staff. Training is identified via performance management and the needs of each student as an individual which is equally accessible.

10. Examinations

In the event of any of our students being in need of additional support or access due to a disability during the examination period the School is prepared with a number of contingencies so any permanent or temporary disability will not affect the student's ability to complete and attempt any exam.

The following measures will be taken:

- All examinations, regardless of the equipment needed (access to computers, controlled assessments in science for example) are scheduled on the ground floor of this building.
- Prior to examinations, any possible issues will be identified so that any additional measures can be secured for the benefit of the student.
- Any student with pre-existing known disabilities will be allowed the usual support that is entitled to, and any access arrangements will be applied for. These students will be entitled to the same support they receive in daily lessons and are deemed necessary in light of their disability. Access arrangement assessment will be completed by the therapeutic school team.

Appendix A — Accessibility Action Plan 2026–2028

Actions below are proposed priorities for confirmation following the baseline audit. Evidence should demonstrate implementation and impact, not simply completion of paperwork.

Strand	Action	Lead	Timescale	Evidence / success measure
Curriculum	Audit a sample of EHCP Section F provision and curriculum access; identify barriers and adjustments.	SENCo / teachers	Autumn 2026 baseline; half-termly review- Through SAPS	Sample audit, action log, participation and progress evidence
Curriculum	Embed accessible communication, recording options, and sensory/regulation adjustments in teaching plans.	Teaching leads / SENCo	Spring 2027; termly sampling- Through SAPS	Planning samples, pupil work, observation and pupil voice
Assessment and examinations	Review assessment of accessibility and identify, implement and evaluate appropriate adjustments for all pupils.	SENCo / teaching leads	Autumn 2026; termly review	Assessment records, access arrangements, pupil progress and adjustments
Physical	Complete a site accessibility audit including stairs, routes, toilets, outdoor access and room allocation.	Head of School / site lead	Autumn 2026	Signed audit, prioritised costed actions and risk controls
Physical / evacuation	Review individual evacuation needs and confirms PEEPs, staff training and drills where required.	Health and safety lead / Head of School	Autumn 2026; when needs change	PEEP register, training and drill records
Emergency accessibility	Review temporary relocation and emergency arrangements for pupils with complex communication, sensory, physical and emotional needs.	Head of School / H&S lead / SENCo	Autumn 2026; annually and on change	Emergency procedures, individual plans, training and review records
Educational continuity	Develop arrangements to maintain access to education during temporary site closure, including alternative accommodation and individualised provision.	Head of School / Director of Education	Autumn 2026; annual review	Approved continuity plan, risk assessments, communication and provision plans
Information	Audit pupil and family communication formats and introduce a request-and-response log.	SENCo / administration	Spring 2027	Accessible information samples and request log
Participation	Review access to trips, enrichment, breaktimes, and off-site activities.	Head of School / EVC	Termly from Spring 2027	Participation review and documented adjustments
Leadership	Review barriers, actions, resources and outcomes through the inclusion of subgroup.	SENCo / Head of School / Director	Each term 2026–2028	Minutes, action closure and outcome evaluation

Please note that in the event of a critical incident and the school premises could not be used, then the Contingency Plan would supersede the above measures and then these measures would be applied to our alternative venue where possible.