Connected Futures Partnership

Authoring our story.

Dorothy Gardner Nursery School
Mary Paterson Nursery School
Tachbrook Nursery School
Essendine Primary School
Hallfield Primary School
Oxford Gardens Primary School
Queen's Park Primary School
Queen's Park Family Hub
Bayswater Children's Centre

# Accessibility Policy

OCTOBER 2026

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|---|---|
| **Approved by** | Executive Headteacher |
| **Approval date** | October 2026 |
| **Applies to** | CFP primary schools, maintained nursery schools, family hub and children's centre |
| **Policy lead** | Executive Headteacher / Heads of School |
| **Review due** | September 2027 |
| Approved by | Governing body or authorised committee |
| Approval date | October 2026 |
| Policy lead | Executive Headteacher / Heads of School / Setting Leads |
| Next review due | Three year from adoption; local plans reviewed annually |

## 1. Purpose and scope

Connected Futures Partnership (CFP) will anticipate and address barriers to participation, respect disabled people's dignity and independence, and involve children and families in decisions that affect them. Fair access may require different support for different people.

This policy covers Dorothy Gardner, Mary Paterson and Tachbrook Nursery Schools; Essendine, Hallfield, Oxford Gardens and Queen's Park Primary Schools; Queen's Park Family Hub; and Bayswater Children's Centre. It applies to provision managed by CFP, including early years classes, specialist provision, clubs, visits and events.

Each school must maintain its own accessibility plan. Local plans sit beneath this federation policy and reflect actual buildings, provision and priorities. Family hub and children's centre leaders maintain equivalent service access actions, applying the relevant service provider duties. Partner organisations retain their own legal responsibilities.

## 2. Legal framework and definitions

The Equality Act 2010 prohibits unlawful disability discrimination. A disability is a physical or mental impairment with a substantial and long-term adverse effect on normal day-to-day activities. Substantial means more than minor or trivial. Long-term generally means lasting, or likely to last, at least 12 months or for the rest of a person's life. Recurring conditions and the effect without treatment may be relevant; some conditions are protected from diagnosis.

Disability and special educational needs are not the same. Some children have one without the other. Staff respond to barriers and emerging needs; support must not depend on obtaining a diagnosis, joining the SEND register or securing an education, health and care plan.

Under Schedule 10 of the Equality Act, school accessibility planning covers participation in the curriculum, the physical environment and information for disabled pupils. Schools must implement and review their plans and consider the resources required.

The reasonable adjustments duty for pupils covers school practices and auxiliary aids and services. Physical alterations are addressed through the school's accessibility planning duty. These arrangements do not remove separate duties towards employees or people using other services. In employment and service provision, reasonable adjustments may also concern physical features.

This policy works alongside the SEND Code of Practice, the applicable Early Years Foundation Stage framework and CFP equality arrangements. Accessibility planning complements the public sector equality duty, published equality information and equality objectives; it does not replace them.

## 3. Responsibilities

**Governing body or authorised committee.** Approve this policy and each school plan through the applicable governance arrangements; consider resources and disability equality when making decisions; review progress and challenge overdue actions.

**Executive Headteacher.** Lead implementation across CFP, coordinate shared training and improvement, resolve barriers that require federation support and report material risks and resource needs to governors.

**Heads of School and setting leads.** Own the local access audit and plan, name action owners, arrange consultation, implement adjustments and check contractors, clubs and visits. Keep current plans and contact routes easy to find.

**SENDCo and inclusion staff.** The Special Educational Needs and Disabilities Coordinator (SENDCo) coordinates advice and individual support with teachers, key persons, families and relevant professionals. Check whether arrangements improve participation and share necessary information at transitions.

**Premises, business and digital leads.** Check access and maintenance, cost improvements, advise on procurement and provide accessible documents, online services and booking arrangements.

**All staff and volunteers.** Use agreed adjustments, seek training and report barriers promptly. Teaching and key-person responsibility remains with the relevant staff member; it is not transferred wholly to support staff.

**Children and families.** Their experience, preferences and feedback guide planning. Staff offer accessible ways to contribute, including play, observation, pictures, supported communication and meetings. Families are invited to share relevant information; the setting retains responsibility for identifying and meeting its duties.

Staff and applicants can raise workplace access needs with their line manager or recruitment contact, who will involve the relevant employer or HR adviser. Visitors and service users can contact the setting office or service lead to arrange access and communication support.

## 4. Identifying barriers and agreeing adjustments

Staff anticipate common barriers and discuss access when a child joins, moves room or class, starts an activity, or experiences a change in need. They consider physical, sensory, communication, cognitive and emotional barriers, including less visible or fluctuating disabilities.

- Listen and assess. Ask the child and family what helps, observe participation and seek specialist advice when useful. Offer a contact route through the class teacher or key person, SENDCo or setting office.
- Agree and act. Identify the disadvantage, consider effective options and arrange reasonable adjustments promptly. Do not wait for an annual review, funding decision or assessment before putting available support in place.
- Record and share. Record the adjustment, responsible adult, start date, resources and review date in the appropriate confidential plan. Brief relevant staff, including cover staff, while respecting privacy.
- Review impact. Check with the child and family whether the adjustment works. Change it when needs, activities or circumstances change. Explain decisions and next steps in an accessible form.

Reasonableness is considered individually, including effectiveness, practicality, resources, costs, safety and the interests of others. Where a requested adjustment is not agreed, the Head of School or setting lead records the reasons, considers alternatives and explains the review and complaints route. General assumptions about disability or safety are not sufficient.

CFP does not charge children or families for reasonable adjustments. Staff must not make a parent's attendance or payment for extra support a routine condition of a child joining an activity.

## 5. Access to learning and school life

Teachers and early years practitioners plan ambitious learning with flexible ways to take part and show understanding. Adjustments may include adapted resources, accessible technology, positioning, additional processing time, movement or sensory breaks, visual support and augmentative and alternative communication.

The curriculum includes play, outdoor learning, physical education, swimming where provided, visits, clubs, assemblies, meals and social times. Activity leaders check access, staffing, transport and equipment before arrangements are finalised. They consider practical alternatives with the child and family if a barrier arises.

Staff use individual knowledge and professional advice when adjusting routines, behaviour responses, attendance support, assessment and transitions. Assessment access arrangements follow the applicable rules. Healthcare, intimate care and safeguarding arrangements support inclusion and dignity.

Training follows identified needs, including communication, sensory access, safe equipment use and inclusive teaching. Leaders check practical understanding and arrange cover so support is reliable throughout the day.

## 6. Access to buildings and outdoor spaces

Each site audits the routes and spaces people actually use: entrances, reception, classrooms, specialist rooms, toilets and changing facilities, dining, play and outdoor learning areas. Checks include doors, gradients, lighting, acoustics, signage, contrast, furniture and access to resources.

Leaders record current barriers and prioritise improvements by their effect on access, urgency and feasibility. They agree costs, funding responsibilities and deadlines with premises staff, the local authority or landlord where needed. Building works and purchases must consider accessibility from the outset.

Keep accessible routes and facilities usable and well maintained. Where permanent work is pending, put effective interim arrangements in place, such as relocating a lesson or meeting to an accessible room. Record remaining restrictions and review the arrangements with those affected.

Emergency planning must consider disabled children, staff and visitors. Put a personal emergency evacuation plan in place where individual assistance is needed, with trained staff, cover arrangements and suitable equipment. Test arrangements through the fire safety process and review after changes or difficulties.

## 7. Accessible information and communication

Provide information in a form the person can use and in time for them to participate or make a decision. Ask about preferred communication and check understanding. Depending on need, this may include plain language, large print, audio, Braille, sign language support, symbols, photographs, objects of reference or assistive technology.

Accessible communication applies to children and to parents, carers, staff and visitors. Provide suitable support for meetings, consultations, events and forms. Translation and interpreting may also help families participate; language needs must not be assumed to be a disability.

Use real headings, descriptive links, readable text, sufficient contrast and meaningful alternative text in documents and online information. Avoid image-only policy documents. Check forms and essential online services for keyboard and assistive technology access; provide a usable alternative promptly when needed.

Maintain the website accessibility statement and meet applicable digital accessibility requirements. Schools' partial exemption from some public sector website regulations does not remove Equality Act duties or requirements for essential service content.

Paper copies of published information are available free of charge through the relevant office. Requests for alternative formats or communication support can be made through the same route and passed to the appropriate lead without requiring a formal complaint.

## 8. Local accessibility plans

Each Head of School maintains a dated plan covering a three-year period, approved by the governing body or authorised committee. It may be a separate document or a clearly identified school annex. The local plan must address all three statutory areas and show what will improve beyond existing provision.

- Establish the baseline through an access audit, review of participation and consultation with disabled children and families, staff and relevant specialists. Record strengths as well as barriers and anticipated needs.
- Set specific actions for curriculum access, the physical environment and accessible information. Give each action an owner, completion date, resources or cost, funding status and an observable measure of success.
- Retain and update effective existing actions. Check overdue review dates and unfinished work when adopting this policy; arrange urgent support immediately. A new policy or an uncompleted template is not a substitute for a current school plan.
- Publish the approved local plan on the school website and link it from the federation policy page and relevant SEND information. Keep personal medical details, individual plans and sensitive security information in confidential records.

Appendices A and B provide a common format. They must be completed with verified local information before publication. Service leads use the same planning approach for family hub and children's centre access, with service-specific actions and approval arrangements.

## 9. Monitoring and review

Heads of School and setting leads check progress at least termly, reviewing overdue work and testing whether completed actions have removed the intended barrier. Evidence may include children's and families' feedback, observations, participation in visits and clubs, delivery of agreed support and access checks.

Governors receive an annual summary of progress, remaining barriers, complaints themes and resource decisions. Reporting must protect confidentiality, particularly where small groups could identify individuals. Record outcomes and next steps, rather than simply whether training or equipment has been provided.

Review this federation policy annually from adoption. Review local plans annually within their three-year cycle and revise sooner after a significant change in need, premises, provision, legislation or evidence of ineffective support. Record the next review date on each approved document.

## 10. Concerns and related policies

Raise an access concern with the class teacher, key person, SENDCo or setting lead. The Head of School or service lead will arrange a response and any necessary immediate action. Unresolved concerns follow the published CFP Complaints Policy, with adjustments to make that process accessible. This does not affect statutory rights or external routes.

Read with the Equality and SEND policies, local SEND information reports and equality objectives, admissions, curriculum, behaviour, attendance, safeguarding, medical conditions, intimate care, health and safety, fire safety, educational visits and data protection arrangements.

# Appendix A Local plan overview

Complete a separate overview for each school or service. This is a planning template. It becomes a local accessibility plan only when the audit, actions, resources and approval details are completed. Publish it with the action records in Appendix B.

| Plan field | Local detail to complete |
|---|---|
| School or service and site | Name and sites or buildings covered |
| Plan period | Start date and end date of the three-year period |
| Accountable lead | Head of School or setting lead and public contact route |
| Contributors | SENDCo, premises lead, staff and specialist advisers |
| Consultation | Dates, accessible methods, contributors and key themes |
| Approval | Governing body or authorised committee and approval date |
| Review dates | Termly progress checks; next annual review; full renewal date |
| Publication | School or service web link; federation link; alternative format contact |

## Baseline and priorities

Describe the current position in each area using evidence from the audit and consultation. Include the date of the audit, existing strengths, barriers, anticipated needs and priorities. Do not assume that facilities or equipment at another CFP setting are available locally.

**Curriculum and participation.** Learning, play, assessment, clubs, visits, transitions and the full day. Identify who is missing out and why, without publishing personal information.

**Physical environment.** Routes, buildings, outdoor areas, sensory conditions, toilets and changing, furniture, facilities and emergency arrangements.

**Information and communication.** Resources for children, meetings and communications with families, digital services, forms and alternative formats.

## Resource decisions and assurance

Record the budget allocated, additional funding or professional advice required, who will make each decision and by when. Keep interim access arrangements active while longer-term work is considered.

Local plan owner: _____ Date: _____

Approval recorded by: _____ Date: _____

## Appendix B Local action record

Copy this record for each improvement. Together, the records must address curriculum participation, the physical environment and accessible information. Add service access actions where relevant. Use specific dates and evidence; do not use “ongoing” as the only deadline.

### Action reference and access area

Identify the action and which statutory area or service it addresses.

_____

### Barrier and baseline evidence

What is difficult now, who is affected and how do we know? Keep identifying details in confidential records.

_____

_____

### Intended outcome and success measure

Describe the improvement the child or other user should experience and how it will be checked.

_____

_____

### Action and interim arrangements

State what will change and what access support will operate until it is completed.

_____

_____

### Owner and support

Name the accountable person and any supporting staff, specialists or partners.

_____

### Resources and funding decision

Record staff time, equipment or works cost, funding source and approval or decision date. Record real costs or staff time rather than assuming no cost.

_____

### Delivery and review dates

Start date, milestones, completion date and date to check impact.

_____

### Progress and evidence of impact

Status, evidence, feedback and date reviewed. If delayed, record the reason, revised date and escalation.

_____

# Appendix C Guidance and sources

Read with the current versions of the following legislation and guidance. References were checked in October 2026. The operational arrangements in this policy are CFP expectations; local plans record how they will be delivered.

Equality Act 2010

Part 6 and Schedules 10 and 13 cover school duties and accessibility planning; other provisions cover employment, services and the public sector equality duty.

Department for Education Equality Act advice for schools

In particular the disability and accessibility planning sections.

Equality and Human Rights Commission reasonable adjustments guidance

Practical guidance on reasonable adjustments for disabled pupils.

SEND Code of Practice

Participation, early years and school responsibilities, and coordination of support.

Early Years Foundation Stage statutory framework

Use the framework applicable to the setting and provision.

What maintained schools must publish online

Accessibility plans, SEND information and equality information and objectives.

Public sector website and app accessibility requirements

Digital accessibility requirements, school exemptions and accessibility statements.

## Related local documents

Use the current school accessibility plan and local SEND information alongside this policy. Local site audits, completed action records, individual adjustment plans and emergency arrangements provide the evidence of implementation.

Maintain one current approved version of this policy and a dated plan for each setting. When approval is recorded, update the document control and next review date and replace superseded public copies.