



Prince Henry's Grammar School
COLLABORATIVE LEARNING TRUST



Accessibility Plan 2026-2029

PRINCE HENRY'S GRAMMAR SCHOOL

Approved by: Senior Leadership Team / Local
Governing Committee

Date approved: January 2026

Next review: January 2029

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1. 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 disabled students can participate in the curriculum
- Improved awareness of equality and Inclusion for staff and parents
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided

Our school aims to treat all students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

Our vision and values of respect, flourish and achieve promote the development of all students irrespective of their protective characteristics:

Vision: Prince Henry's will become internationally recognised as an exceptional school with a culture of respect, where we can all flourish and achieve.

Values: **Respect** comes honesty and kindness, whilst we all need to develop confidence and independence to **flourish** and the ambition and resilience to **achieve**.



We are a community school promoting equality and inclusion at all levels to ensure participation and growth for all.

2. 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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. 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.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

| Aim 1: Increase the extent to which disabled students can participate in the curriculum (HTR/JOS/WNO) | | | |
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| Current practice | | | |
| <ul style="list-style-type: none"> • The curriculum is reviewed annually to ensure it remains accessible and appropriate for all learners. • Support is provided to enable full participation in extra-curricular activities, ensuring SEND students can access the same opportunities as their peers. • The Careers Officer contributes to SEND annual reviews, offering specialist guidance on pathways and progression. • SEND students, along with other disadvantaged learners, are prioritised for careers guidance meetings during the scheduled annual cycle for each year group. • SEND cohorts are included in routine data analysis two to three times per year, depending on the year group, and outcomes are discussed in link meetings following progress reviews. • Accessibility considerations are embedded into all project planning, ensuring level or unobstructed access is included in future building and site developments. | | | |
| Objectives | Actions | Who | When |
| 1.1 Ensure all SEN students are confident in using accessibility functions and assistive technology to support their learning. | • Provide training for the SENCO on the full range of accessibility features available on iPads and other relevant devices. | WNO/HTR | Jan 2026 |
| | • Cascade SENCO training to all teaching and support staff to ensure consistent awareness and confident use of accessibility tools across the school. | HTR/CSE | Feb 2026 |
| | • Develop and deliver training sessions for students and parents so they can effectively access and use the available accessibility features at home and in school. | HTR/SEND | Ongoing |
| | • Deliver annual training for students on effective use of reader pens , ensuring they can operate them confidently during lessons and assessments. | WNO/Exams | Annual |
| | • Maintain an ongoing review of reader-pen functionality , ensuring all devices used for examinations are in full working order and meet JCQ requirements. | WNO/Exams | Annual |
| | • Develop bespoke strategies and technology solutions for students with specific or complex needs to ensure equitable access to learning. | WNO/SEND | Ongoing |
| | • Collect regular student feedback on how assistive technology is supporting their learning and use this information to refine provision. | HTR/SEND | Ongoing |
| 1.2 Continue to review and develop the intervention strategy for students who require targeted support to access the curriculum | • Identify students who may require targeted support and meet regularly to determine the most appropriate intervention. | STC/JOS/HTR | Ongoing |
| | • Review impact data routinely to evaluate the effectiveness of interventions and share findings with the targeted support team in scheduled meetings. | STC/JOS/HTR | Ongoing |
| 1.3 Provide regular training for staff around inclusive teaching practice and evaluate where required | • Evaluate the targeted support offer on a regular basis to ensure that all students receive appropriate, timely, and effective interventions that enable full access to the curriculum (e.g., the use of coloured overlays) | STC/JOS/HTR | Ongoing |
| | • Plan and deliver training sessions for all teaching staff to ensure consistent, high-quality first teaching across the curriculum. | JOS/HTR | Ongoing |
| | • Monitor the effectiveness of training through robust and ongoing quality-assurance processes. | JOS/HTR | Ongoing |
| | • Gather feedback from staff, students, and parents, and adapt training as necessary to meet identified needs. | JOS/HTR | Ongoing |
| | | | 2026 |

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| | <ul style="list-style-type: none">• Ensure that updates from the 2026 Schools White Paper and the national SEND Review are fully incorporated into staff training and teaching approaches, adapting practice in line with emerging statutory guidance and evidence-based recommendations. | JOS/HTR | |
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| Aim 2: Improved awareness of equality and inclusion for staff and parents (HTR/JOS/LNC) | | | |
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| Current practice | | | |
| <ul style="list-style-type: none"> • Students with barriers to learning are identified early, including during the transition process, to ensure timely support. • Student needs are shared with all relevant staff so that classroom practice and wider provision remain inclusive. • Staff receive appropriate, evidence-based training to help remove barriers to learning and to ensure effective support for all learners within the classroom. • A range of communication methods is used by the school to ensure that information remains accessible to students, parents, and staff. | | | |
| Objectives | Actions | Who | When |
| 2.1 Strengthen staff and parent understanding of equality, inclusion, and how the school identifies and supports students with barriers to learning. | <ul style="list-style-type: none"> • Provide annual training for all staff on equality, inclusion, and meeting diverse learning needs, including updates on legal duties and practical classroom strategies. | HTR/LNC | Annually |
| | <ul style="list-style-type: none"> • Include equality and inclusion expectations in staff induction, ensuring new staff understand the school's approach from the outset. | HTR/JOS/LNC | Ongoing |
| | <ul style="list-style-type: none"> • Share clear, accessible information with parents about how the school identifies barriers to learning, supports SEND students, and promotes inclusive practice. | HTR/SEND | Ongoing |
| | <ul style="list-style-type: none"> • Develop parent information sessions (in person or virtual) to increase awareness of the school's inclusive approaches, reasonable adjustments, and communication pathways. | HTR/SEND | Ongoing |
| | <ul style="list-style-type: none"> • Ensure staff have access to up-to-date student profiles and regularly review them to maintain high-quality inclusive practice in the classroom. | HTR/SEND | Ongoing |
| | <ul style="list-style-type: none"> • Use multiple communication methods (website, newsletters, translated formats, accessible documents) so all parents can understand and engage with inclusion information. | HTR/SEND | Ongoing |
| | <ul style="list-style-type: none"> • Gather regular feedback from staff and parents on how confident they feel in understanding equality and inclusion, then use this to refine training and communication. | HTR/SEND | Ongoing |
| | <ul style="list-style-type: none"> • Celebrate diversity through curriculum events, assemblies, and parent-engagement activities, reinforcing whole-school values around inclusion. | LNC/HTR | Ongoing |
| 2.2 Strengthen communication and collaboration between school, staff, and parents to promote a shared understanding of inclusive practices and equality expectations. | <ul style="list-style-type: none"> • Review policies as required for clarity and accessibility, ensuring staff and parents fully understand their purpose and roles within them. | All | As required |
| | <ul style="list-style-type: none"> • Create accessible versions of key documents as required (policies, guides, procedural information), ensuring they are accessible for all. | HTR/SEND | 2026-27 |
| | <ul style="list-style-type: none"> • Introduce inclusion updates in newsletters or via the school website to highlight good practice, celebrate diversity, and communicate ongoing developments. | HTR/SEND | 2026 |
| | <ul style="list-style-type: none"> • Establish a parent voice or inclusion forum to gather views, share updates, and co-produce improvements in school practice. | HTR/SEND | 2026-27 |
| | <ul style="list-style-type: none"> • Provide regular opportunities for parents to meet with the SEND and pastoral teams, ensuring families feel informed and supported in understanding their child's needs. | HTR/SEND | Ongoing |
| | <ul style="list-style-type: none"> • Ensure that equality and inclusion messages are reinforced during key parental engagement events, such as parents' evenings, open evenings, and transition meetings. | HTR/SEND | Ongoing |
| | <ul style="list-style-type: none"> • Monitor parental engagement levels (attendance at events, response rates to surveys) and target additional support where families are less engaged or face barriers to involvement. | HTR/SEND | Ongoing |

Aim 3: Improve the physical environment of the school to enable disabled students to take better advantage of education, facilities and services provided (KNJ/LNC)

Current practice

- **Daily pre-opening premises inspections** are carried out by the site team to ensure that corridors, doors, and pathways remain free from obstructions and hazards.
- **Accessibility is considered at the project-planning stage** to ensure level and unobstructed access is incorporated into all new works.
- **Recent improvement projects** have included replacing stepped access to Henry’s dining hall with a tarmac ramp and installing a new external door in the PE department to provide level access to the 3G pitch.
- **Hold-open devices (Dorguard)** have been fitted to key fire doors to reduce pinch points and ensure easier passage for users with disabilities who may find opening heavy doors difficult.
- **Accessible toilets for visitors, staff, and students** are available in multiple locations across the building.
- **Both school minibuses are wheelchair-accessible**, with removable seat rows and ramp access to accommodate wheelchair users safely.
- **All student timetables are checked for accessibility**, and where a classroom cannot be accessed by a student with mobility needs, the class is permanently relocated to an accessible room.

| Objectives | Actions | Who | When |
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| <p>3.1 Continue to remove hazards caused by uneven or unsafe external pathway surfaces.</p> | <ul style="list-style-type: none"> • Replace uneven paving slabs around HU10–11 to create a smooth, hazard-free route for wheelchair users and other mobility-impaired students. • Resurface and tarmac the external areas around the Technology block to improve accessibility and reduce trip risks. • Conduct scheduled reviews of external pathways each term to identify new hazards (e.g., lifted slabs, erosion, loose gravel). • Respond promptly to concerns raised by students during student pursuits, accessibility audits, or general student feedback, ensuring issues are recorded and acted on quickly. | <p>KNJ/Site</p> <p>KNJ/Site</p> <p>KNJ/Site</p> <p>HTR/SEND</p> | <p>2026/2029</p> <p>2026/2029</p> <p>Ongoing</p> <p>Ongoing</p> |
| <p>3.2 Ensure all site users are not disadvantaged by lack of access, and that suitable alternative spaces or adjustments (including timetabling) are provided when needed</p> | <ul style="list-style-type: none"> • Consult regularly with students, staff, and other site users to identify any recurring accessibility challenges or barriers to movement around the school. • Carry out pupil pursuits focusing on wheelchair users, visually-impaired students, and others with mobility or sensory needs to understand practical challenges in accessing classrooms, social spaces, and facilities. • Hold structured discussions with students following pupil pursuits to gather feedback on their access to different areas of the school and to inform improvements. • Review the school budget annually to ensure funding is available to address emerging accessibility concerns or necessary site adjustments. • Evaluate doorways and access points and assess where automated door openers/closers would significantly improve accessibility for students with physical or sensory needs. • Explore the purchase and installation of a poolside hoist to ensure all students can safely and fully access the swimming pool. • Embed accessibility requirements into all future building projects, ensuring design planning includes level access, door width compliance, accessible circulation routes, and appropriate facilities for all users. | <p>KNJ/FNA</p> <p>HTR/SEND</p> <p>HTRSEND</p> <p>KNJ/LNC/Site</p> <p>KNJ/Site</p> <p>KNJ/Site</p> <p>KNJ/LNC/Site</p> | <p>Termly</p> <p>Annually</p> <p>Ongoing</p> <p>Annually</p> <p>2026-2028</p> <p>2026-2027</p> <p>Ongoing</p> |
| <p>3.3 Ensure the school is fully</p> | <ul style="list-style-type: none"> • Maintain the recently purchased evac chair(s) and ensure they remain accessible, clearly signposted, and ready for immediate use. | <p>KNJ/Site</p> | <p>Ongoing</p> |

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| equipped and prepared to support students with disabilities during emergency evacuation. | <ul style="list-style-type: none"> • Train two staff members as “train-the-trainer” specialists so they can deliver ongoing evacuation-equipment training to additional staff across the school. • Provide regular evacuation training for all relevant staff, including refresher sessions scheduled annually or when staffing changes occur. • Issue routine reminders to staff about evacuation protocols, including individual responsibilities and procedures for assisting students with disabilities. • Carry out frequent inspections of all evacuation equipment and related assets, recording findings and reporting any issues to the site team for prompt action. | MRM/OSG | January 2026 |
| | | MRM/OSG | February 2026 |
| | | HTR/SEND | Ongoing |
| | | KNJ/Site | Ongoing |

4. Monitoring arrangements

This document will be reviewed and updated on a termly basis by the Senior Leadership Team. It will be approved by the Local Governing Committee.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Admissions Policy
- Positive Discipline (PD) Behaviour Policy
- Educational Visits Policy
- Equalities policy
- Health and safety policy
- Safeguarding and Child Protection Policy
- Special Educational Needs Policy