

Hamstead Primary School

Accessibility Plan



Adopted on: November 2025

Review date: July 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 disabled pupils can participate in the curriculum;*
- *Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;*
- *Improve the availability of accessible information to disabled pupils.*

At Hamstead Primary we aim to treat all of our pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for all our children and this of course includes pupils with disabilities.

Hamstead Primary aims to include and integrate pupils with disabilities in the full life of the school. Our strategies to achieve this include:

- Having high expectations of all pupils;
- Finding ways in which all pupils can take part in the full curriculum including sport, music and drama;
- Planning out-of-school activities including all school visits and activities so that pupils with disabilities are able to participate fully;
- Establishing an admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly;
- Anticipating the needs of pupils or staff with disabilities before he/she joins the school;
- Devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities;
- Planning the physical environment of the school to cater for the needs of pupils with disabilities;
- Raising awareness of disability amongst school staff (teaching and non-teaching) through a programme of training;
- Providing written information for pupils with disabilities in a form which is user friendly;
- Ensuring that our displays and reading books provided positive images of people with disabilities.

We will ensure that pupils with disabilities have the same opportunities as non-disabled pupils to benefit from the education our school provides.

The plan will be made available online on the school website – with paper copies 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. The school supports any available partnerships to develop and implement the plan.

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

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

We have high expectations of all our pupils. We monitor a range of data with regular pupil progress meetings to make sure that all pupils are making the best progress possible and that no groups of pupils are underachieving. If any pupils are found to be underachieving, steps are taken to put support/interventions in place as soon as possible.

We monitor:

- admissions
- attainment
- exclusions
- rewards and sanctions
- parental and pupil questionnaires

The **impact of the Action Plan** will be evaluated annually and will be judged against the following outcomes:

- increased confidence of staff in differentiating the curriculum for disabled pupils;
- greater pupil and parental satisfaction with the arrangements made;
- improved outcomes for disabled pupils;
- improvements in the physical environment of the school;
- protocols for multi-agency working to support children with medical needs;
- teachers sharing good practice within the school;
- the school sharing good practice with others;
- disabled pupils being more involved in whole life of the school.

Links with other policies

The Headteacher will take responsibility for ensuring that this plan is co-ordinated with other plans and policies across the school.

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Action plan

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

Improving Participation in the Curriculum

Priority	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Effective communication and engagement with parents	SLT/Governors	Parents Evenings Class Dojo Termly Newsletter Parent Forum Questionnaires	Time Allocation	In place and ongoing	Parents are fully informed about progress engage with their child's learning
Effective use of resources to increase access to the curriculum for all pupils	SENDCo	Strategic deployment of staff. Use of ICT and learning resources.	Specific apps and resources to support learning	In place and ongoing	Positive impact on pupil progress. Barriers to learning are removed by use of resources.
Training for staff on increasing access to the curriculum for all pupils.	SLT/SENDCo	In-house training where identified through CPD opportunities. Training from Inclusion support and other agencies. Ongoing guidance and support from specialists e.g. Sensory teams, Inclusion support, etc.	Training Time Learning support time	In place and ongoing. Regular visits from outsiders professionals	Increase access to the curriculum. Needs of all learners met. Maintain records of staff trained.
Adaptations to the curriculum to meet the needs of individual learners.	SENDCo/SLT	Pastoral support, timetable adaptations		In place and ongoing	Needs of all learners met enabling positive outcomes.
All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils.	SLT/SENDCo/ Staff/Coaches	Risk assessments will be undertaken where appropriate. Providers will comply with all legal requirements.	Any specialist equipment needed to allow a child to access a club and/or visit.	Ongoing	Increased access to the extra-curricular activities for all pupils with SEND.

Improving Physical Environment

Priority	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Review site access to meet diverse needs of all pupils, staff, parents and community users.	SLT/Governors/ Site Team	Ensuring action plans including lockdown and fire evacuation plans meets the needs of all staff from all areas of the school	Time Allocation	In place and ongoing	Parents are fully informed about processes in place and regular testing of plans to ensure they work/comply.
Maintain safe access around exterior of school.	SLT/Site Team	Ensure electric gate and fob system allows for easy access for all. Ensure that pathways are kept clear of obstruction.	Budget Health and Safety walks Time	In place and ongoing	Clear access around the site. Easy access in and out at different site points. Movement around building unhindered.
Maintain safe access around the interior of the school.	SLT/Site Team	Awareness of flooring, furniture and layout in planning for pupils with additional needs. Review on an on-going basis.	Budget Health and Safety walks Time	Ongoing	Clear access within the school site. Easy access in and out of school buildings. Movement inside the building unhindered.
Learning areas accessible for pupils	Teaching staff/ Site Team	Regular review of layout of classroom to ensure meets the needs of the children using the space. Review class RAs. Teaching staff (alongside SENDCo) ensuring layout meets needs. Ensuring clear access to disabled toilets (EYFS corridor and KS2 top corridor)	Time	Ongoing	Children are not excluded from learning opportunities because they cannot access around the classroom or equipment.

Access to information

Priority	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Provision of written and learning materials to meet needs of pupils.	SENDCo/ Teacher	Use of coloured paper/size/visual timetables. Use of written aids to support.	Time	Ongoing	Pupils always have access to learning materials which meet needs at the appropriate time.
Availability of written material in alternative formats.	SLT/Office/ SENDCo and teaching staff	Improve availability of information for parents. Website and Class Dojo access. Provided translated documents where appropriate	Cost of translation/ adaptation	In place and ongoing	Information to disabled pupils/ parents as appropriate Information readily available in alternative formats.
Review documentation on website/Dojo to check accessibility for parents with EAL/disability in order to support their child's learning.	SLT/Office	Review of website/dojo on regular basis.	Time	Ongoing	Website reviewed and updated as necessary to be accessible.