Hallbrook Primary School

Accessibility Policy

Approved/reviewed by	
Hallbrook Local Governing Committee September 2025	
Date of next review	September 2026
Publication:	On website

This policy is reviewed 3 yearly to ensure compliance with current regulations.

Version	Date	Updated by	Summary of changes
V1	September 2025	Headteacher (TB)	Moved to new policy template from previous template.

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Statement of intent

Hallbrook Primary School is committed to taking all steps to avoid placing anyone at a substantial disadvantage and therefore works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The school is active in promoting an inclusive positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn, and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parents/carer questionnaires and discussions.

This policy will be implemented at all times and adhered to by all staff members, pupils, parents/carers and visitors.

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

1. Legal framework

1.1. This policy has due regard to statutory legislation including, but not limited to, the following:

- **United Nations Convention on the Rights of the Child**
- **United Nations Convention on the Rights of Persons with Disabilities**
- **Human Rights Act 1998**
- **Special Educational Needs Regulations 2014**
- **Education and Inspections Act 2006**
- **Equality Act 2010**
- **Equality Act 2010 (Specific Duties) Regulations 2011**

1.2. This policy has due regard to national guidance including, but not limited to, the following:

- **'The Equality Act 2010 and schools', DFE (2014)**
    - This policy will be used in conjunction with the following school policies and procedures:
- **Equality and Diversity Policy**
- **Equality Information and Objectives Policy**
- **Early Years Foundation Stage (EYFS) Policy**
- **Special Educational Needs and Disabilities (SEND) Policy**
- **Equal Opportunities and Dignity at Work Policy**
- **Admissions Policy**
- **Behaviour Policy**
- **Supporting Pupils with Medical Conditions Policy**
- **Administering Medication Policy**
- **Anti-Bullying Policy**
- **Curriculum Policy**
- **Health and Safety Policy**
- **School Improvement Plan**

2. Definition

2.1. A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day to day activities.

2.2. The effect of the Equality Act 2010 means that schools cannot unlawfully discriminate against pupils because of sex, race, disability, sexual orientation, religion or belief.

3. Roles and responsibilities

3.1. Staff members will act in accordance with the school's Accessibility Policy and Accessibility Plan at all times.

3.2. The head teacher, in conjunction with the governing board or a select committee, will create an Accessibility Plan with the intention of improving the school's accessibility.

3.3. The governing board, or a select committee, will be responsible for monitoring the Accessibility Plan.

3.4. The full governing board will approve the Accessibility Plan before it is implemented.

3.5. All staff members are responsible for ensuring that their actions do not discriminate against any pupil, parent/carer or colleague.

3.6. The head teacher will ensure that staff members are aware of individual pupils' disabilities or medical conditions where necessary.

3.7. During a new pupil's induction at Hallbrook Primary School, the head teacher will establish whether the pupil has any disabilities or medical conditions which the school should be aware of.

3.8. The head teacher is responsible for consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities are experienced.

3.9. The head teacher, governing board and senior leadership team (SLT) will work closely with the LA and external agencies to effectively create and implement the school's Accessibility Plan.

3.10. The special educational needs and disabilities coordinator (SENCO) will work closely with the head teacher and governing board to ensure that pupils with special educational needs and disabilities (SEND) are appropriately supported.

3.11. All staff members and governors will partake in whole school training on equality issues with reference to the Equality Act 2010.

3.12. Designated staff members will be trained to effectively support pupils with medical conditions, such as understanding how to administer insulin.

4. Accessibility Plan

4.1. The Accessibility Plan will be structured to complement and support the school's Equality and Diversity Policy, as well as the Special Educational Needs and Disabilities Policy.

4.2. The Accessibility Plan will be presented as either a freestanding document or as part of another document, such as the School Improvement Plan.

4.3. Hallbrook Primary School's Accessibility Plan demonstrates how access will be improved for pupils with disabilities, staff, parents/carers and visitors to the school within a given timeframe.

4.4. The plan has the following key aims:

- To increase the extent to which pupils with disabilities can participate in the curriculum
- To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer
- To improve the availability and delivery of written information to pupils, staff, parents/carers and visitors with disabilities.

4.5. The intention is to provide a projected plan for a five**-year** period ahead of the next review date, which will be in September 2026.

4.6. If it is not feasible to undertake all of the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans.

4.7. The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable.

4.8. The Accessibility Plan will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.

4.9. Both the Accessibility Policy and Accessibility Plan will be published on the school website.

4.10. Hallbrook Primary School will collaborate with the LA in order to effectively develop and implement the plan.

4.11. An access audit will be undertaken by the governing board and SENCO every 3 year.

4.12. The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.

4.13. During Ofsted inspections, the inspectorate may include the school's Accessibility Plan as part of their review.

4.14. The LA will prepare accessibility strategies based on the same principles as the school's Accessibility Plan.

4.15. The LA will provide auxiliary aids and services where necessary in order to help the school provide adequate support to pupils with disabilities.

5. Equal opportunities

5.1. Hallbrook Primary School strives to ensure that all existing and potential pupils are given the same opportunities.

5.2. Hallbrook Primary School is committed to developing a culture of inclusion, support and awareness.

5.3. Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported.

5.4. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.

5.5. Wherever possible, teaching staff will adapt their lesson plans and the curriculum in order to allow all pupils to reach their full potential and receive the support they need.

5.6. Hallbrook Primary School will ensure that all extracurricular activities are accessible to all pupils. The school will make all reasonable adjustments to allow pupils with SEND to participate in all school activities.

6. Admissions

6.1. Hallbrook Primary School will act in accordance with the Admissions Policy.

6.2. The school will apply the same entry criteria to all pupils and potential pupils.

6.3. In the event of entry examinations, the school will support those with SEND by making any reasonable adjustments necessary, e.g. publishing exam papers in a larger font.

6.4. Hallbrook Primary School will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school.

6.5. All pupils, including those with SEND, will have appropriate access to all of the opportunities available to any member of the school community.

6.6. Information will be obtained on future pupils in order to facilitate advanced planning.

6.7. Prospective parents/carers of statemented pupils, and pupils with SEND, are invited to a transition meeting prior to the pupil starting the school in order to discuss the pupil's specific needs.

7. Curriculum

7.1. Hallbrook Primary School is committed to providing a healthy environment that enables full curriculum access, which values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs.

7.2. No pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments.

7.3. Hallbrook Primary School aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.

7.4. The head of department for each subject and the SENCO will work together to adapt a pupil's Individual Education Plan (IEP), with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential.

7.5. Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons.

7.6. Where areas of the curriculum present particular challenges for a pupil, these are dealt with on an individual basis.

7.7. The class teacher, in discussion with the pupil and their parents/carers, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any particular disability or impairment.

7.8. There are established procedures for the identification and support of pupils with SEND in place at the school.

7.9. Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching, e.g. one page profiles

7.10. Specialist resources are available for pupils with visual impairments, such a large print reading books.

7.11. Learning support assistants are deployed to implement specific literacy, numeracy and speech programmes.

8. Physical environment

8.1. Hallbrook Primary School is committed to ensuring that all pupils, staff members, parents/carers and visitors have equal access to areas and facilities within the school premises.

8.2. There are no parts of Hallbrook Primary School to which pupils with disabilities have limited or no access to.

8.3. The school has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord.

8.4. There are provisions for nappy changing.

8.5. Where entrances to the school are not flat, a ramp is supplied for access.

8.6. Wide doors are fitted throughout the school to allow for wheelchair access.

8.7. The corridor flooring and lighting is designed to support those who are visually impaired.

9. Monitoring and review

9.1. This policy will be reviewed on an annual basis or when new legislation/guidance concerning equality and disability is published.

9.2. The governing board and head teacher will review the policy in collaboration with the Business Manager and SENCO's support.

9.3. Equality impact assessments will be undertaken as and when school policies are reviewed.