

SUCCESS  AT



Hallbrook Primary School

Accessibility Plan September 2026

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 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

Hallbrook Primary school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

This is in line with our school value of “I am free to me and for you to be you,” which recognises the importance of inclusion and fair access to all.

The plan will be made available online on the school website, and paper copies are 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.

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 staff, governors, children, parents and external expertise from YMD Boon.

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 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 SENDsory 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.

3. Purpose

The plan sets out proposals to increase access to education for disabled pupils in the 3 areas required areas as stated in the planning duties in the act:

- Increase the extent to which disabled pupils can participate in the school curriculum

- Improve access to the physical environment of the school
- Improve the delivery of the information

The Hallbrook Primary School also recognises its responsibility towards disabled staff and will:

- Monitor recruitment procedures to ensure that all people with disability are given equal opportunities
- Ensure that staff with disabilities are supported with special provision to ensure that they can work effectively
- Where necessary, make reasonable adjustment to enable staff to fully access the workplace.

4. Overall Strategy

We aim over time to increase the accessibility of provision for all students, staff and visitors including those with disabilities. Our strategies include:

- setting admission criteria which does not discriminate against students with disabilities or treat them unfairly
- having high expectations of all students be they disabled or able bodied
- finding ways in which all students can take part in the full curriculum including sport, music, and other co-curricular activities
- planning out-of-school activities including all school trips so that students with disabilities can participate
- devising teaching strategies which will remove barriers to learning and participation for students with disabilities
- planning the improvement and the modification of the physical environment of the school to cater for the needs of students with disabilities as resources allow
- raising awareness of disability amongst all school staff
- providing written information for students with disabilities in a form which is user friendly
- using language which does not offend in all literature and making staff and students aware of the importance of such language
- introducing whole school use of electronic tablets to enable material to be viewed and heard in different formats thus improving access of materials for visually impaired, hearing-impaired pupils amongst others

It is important that regular monitoring occurs to ensure that pupils with disabilities are not being disadvantaged and that this will lead to action planning.

Strategy 1

Increasing the extent to which disabled pupils can participate in the school curriculum, it is our aim to:

1. Audit pupils, who require learning support, to assess the differentiated resources available to them.
 - Provide training to all staff on the importance of the differentiation of the curriculum and its delivery within the classroom.
 - All subject leaders to ensure that schemes of work have clear adaptative strategies.
 - SENDCO to work closely with teachers to ensure that all lessons are accessible to all pupils
 - Teaching staff to liaise with SENDCO and Learning Support Assistants (LSAs) prior to lessons so that support is fully utilised.
2. Ensure equal access for disabled pupils to co-curricular activities and school visits.

- Risk assessment and planning of trips to include accessibility references
- Analyse co-curricular activities to ensure inclusion of pupils with disability and on the SEND List and those who have an Education Health and Care Plan

3. Ensure that all pupils feel supported and included within the school.

Strategy 2

Improving access to the physical environment of the school.

This is to enhance the extent to which disabled pupils can take advantage of the educational opportunities within the school.

It is our aim to enhance physical access and improve accessibility where possible in the context of the above statement.

We will carry out a 3 yearly access audit to inform improvement of the physical environment of the school.

We will take account of the needs of pupils and visitors with physical difficulties and Sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, to include improved access, lighting, acoustic enhancement and colour schemes and more accessible facilities and fittings.

Strategy 3

Improving the delivery of information (to disabled pupils and parents). We aim to:

- Provide written materials in alternative formats as requested, for example we can provide large print copies of appropriate school documents if requested, as communicated at the start of any pupil's attendance at the school.

5. Action plan

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

Aim	Current good practice Include established practice and practice under development	Objectives State short, medium, and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Children with special educational needs have individual plans which detail the adaptive approaches they need to succeed. These pupils have one-page profiles to ensure all staff are clear on approaches and the background of children's needs. Children with EHCPs have the statutory outcomes of their plans closely monitored by the SENDCO. Leaders look for initiatives to improve the	To ensure that the whole school curriculum is accessible to children with disabilities. In particular considering those disabilities which are hidden or episodic.	Assess the children on the medical lists needs and the impact this has on their school experience. Consider the need to implement one-page profiles for these children to ensure needs are considered.	TB	Half term one plans	• Individual profiles created for staff to understand needs of children with disabilities. • Children with disabilities feel sense of belonging in the school. • Staff knowledge around disability understanding that needs of person change based on circumstances and situations.

	quality of adaptive and responsive teaching such as the EEF researched embedding formative assessment.					
Improve and maintain access to the physical environment	Continue to improve the school site and classrooms to ensure that they provide a safe and accessible environment. Reduce cognitive load in classrooms. Ensure daily checks of the site.	To improve the access to the field as currently uneven and down a grassed slope from playground.	Assess different options to improve the access to the field in short and long term.	TB and DH	Assessments throughout 2026/27 to have solution following.	• A return to the playground area that is smoother and more even. • A reduced gradient on to the field.
Improve the delivery of information to people with a disability	School uses Dojo to help communicate information with parents. This allows for communication in different media. School uses Padlet to share important information with	Consider the needs of parents better in sharing information. This includes the content and style of the information and the timing of the communication. Consider the technical vocabulary that exists within information and policies and how accessible that is to	Audit and improve the information that is shared by school. Collect feedback from parents on the accessibility of the information and the delivery.	TB	Throughout the year as information is shared.	• Information is shared in a way that all parents find accessible.

	key groups in an easier to find way.	some parts of the school community.				
--	--------------------------------------	-------------------------------------	--	--	--	--

6. Monitoring arrangements

This document will be reviewed every 4 years but may be reviewed and updated more frequently if necessary.

It will be approved by the Local Governing Committee

7. Links with other policies

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

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