



Accessibility Plan

Adopted Date: **03/09/2025**

Review Date: **03/09/2026**

*This policy needs to be read in conjunction with the Safeguarding Policy.
The terms of the Safeguarding Policy are to take precedence over the
guidelines set down in any other policy.*



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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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our 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.

At Hadleigh Community Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning and participate as fully as possible in every part of school life to be the best they can be. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment.

This 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.

The school supports any available partnerships to develop and implement the plan.

The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

Our school’s complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints 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', staff, governors, parents and the wider community.



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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. 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. Current Range of known disabilities

Our school has children with a range of disabilities including moderate and specific learning disabilities. We have a child with Down syndrome and visual impairment, a child with muscular dystrophy myopathy who uses a wheelchair and standing frame, and a child with cerebral palsy. There are a number of children who are pre verbal. There are children with diabetes who need to be monitored throughout the school day.

4. Current good practice

Hadleigh Community Primary School demonstrates a strong commitment to providing accessible information to pupils with disabilities, supported by a range of well-established resources and strategies. The school utilises specialist tools such as reading pens and Clicker 8 software to aid reading and communication, alongside Irlens books and overlays to assist pupils with visual processing difficulties. Communication needs are further supported by staff trained in Makaton and the use of visuals and communication books, ensuring that preverbal pupils can engage effectively. The school's inclusive ethos is evident in its provision of sensory resources such as wobble cushions, chew and fidget toys and sensory dens, which support pupils with ASD, ADHD, and other needs to regulate their emotions and maintain focus. Physical accessibility is well catered for with lifts, wheelchair and standing frame access, and specialist equipment such as hoists in the disabled toilets. Early identification of needs through parental and previous setting liaison enables timely and personalised support plans. The availability of trained ELSAs and tailored adaptations in PE lessons further enhance pupils' access to the curriculum. These provisions align with the school's vision of an inclusive, caring environment and support the ongoing development priorities focused on consistent high-quality teaching and curriculum accessibility for all pupils, including those with disabilities.



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	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<p>Our school provides an adapted and differentiated curriculum where needed.</p> <p>We use resources that support the needs of pupils who require support to access the curriculum</p> <p>Curriculum resources include examples of people with disabilities</p> <p>Targets are set effectively and are appropriate for pupils with additional needs through a pupil profile or EHCP tracker.</p> <p>The curriculum is reviewed to make sure it meets the needs of all pupils</p> <p>Meetings with outside providers and parents in Spring/ summer term to identify needs before children join the school in nursery or reception.</p>	Curriculum progress to be assessed closely for those with a disability	<p>Review current provision and look at developing small steps of progress assessment. (investigate Cherry tree assessment, strength-based assessment Judith Carter Book)</p> <p>Ensure when parents enquire about moving to our school a question around additional needs is asked and a meeting with SENCo is arranged</p>	SENCo / SLT team	Summer 2026	A new assessment will show the small steps of progress to be celebrated with parents and children.
		To liaise more closely with school settings and parents when children transfer within the year	<p>Ensure SEND pupils are on the SEND and ELSA seesaw platform. Coffee mornings for parents to attend. Staff are out on gate duties so parents can speak to SENCo when needed.</p>	Office staff/ HT/ Deputy & SENDCo	Ongoing	Children's needs will be picked up before they join the school, and provision is in place for when they start
		To establish close liaison with parents	<p>To ensure collaboration between all key personnel E.g. SALT, OT, PT, diabetes nurse, down syndrome society, MHST, EACH. nurses. Etc</p>	SENCo	Ongoing	Parents feel they can discuss their child and contact SEND team easily.
		To establish close liaison with outside agencies for pupils with ongoing	<p>Create personalised risk assessments and access plans for individual children through Evolve Liaise with external agencies, identify training needs, and implement training. Ensure that actions, including emergency evacuation procedures, are clear and that staff can carry them out. Ensure a range of support staff, including trained LSAs are able to attend.</p>	SENCo / Outside agencies	Ongoing	Agencies support school to



		<p>health needs. E.g. children with severe asthma, diabetes, epilepsy or mobility issues.</p> <p>To include pupils and staff with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits as well as extracurricular provision</p> <p>To embed accessible information strategies into the curriculum planning and assessment processes</p>	<p>Ensure curriculum leaders include accessible information needs in subject planning</p> <p>Adapt assessment materials to be accessible for pupils with disabilities.</p> <p>Regularly review curriculum documents for accessibility compliance.</p>	<p>Class teachers, trip lead, SENCO, SLT, educational settings.</p> <p>Curriculum Leaders and SENCo</p>	<p>Ongoing</p> <p>Ongoing reviewed annually</p>	<p>ensure their needs are met.</p> <p>Child are able to access all areas of school life</p> <p>All lessons and assessments can be accessed by all children.</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Lift • Corridor width • Disabled parking bays 	<p>To continue to improve the school physical environment</p>	<p>When improving the school environment, we will consider the needs and disabilities of pupils, staff, governors, and parents. We will consider the lighting, colours used, and access.</p> <p>Ensure that all personal risk assessments (including PEEPS) are understood by staff and training given where needed.</p>	<p>Site manager, SLT, advise from outside agencies where needed, local council</p>	<p>When needed</p>	<p>The school will be accessible to all who use it.</p>



	<ul style="list-style-type: none"> Disabled toilet Hoist available for child in wheelchair Library shelves at wheelchair-accessible height Steps have yellow warning lines for child with sight difficulties 	<p>To ensure that all children with a disability have reasonable adjustments</p> <p>Disabled toilet is big enough for all wheelchair users to use it with a hoist where needed.</p> <p>Changing facilities for nappy changes need to be reviewed as per cohort needs for reception children</p>	<p>Continue discussions with Suffolk County council around adaptations needs to ensure disabled child can continue to access the disabled toilet as he gets bigger</p> <p>If needed the changing would have to take place in the disabled toilet but this may be used by a disabled pupil.</p>	<p>Class teacher, SENCo, LSA's site manager.</p> <p>Site manager, SENCo, outside agencies, Suffolk County council</p> <p>Early years lead Site manager, SENCo, outside agencies, Suffolk County council</p>	<p>Adapted yearly and rehearsed to ensure it works, and everyone knows how to do it.</p> <p>Within the next two years</p>	<p>Risk assessments are successful, and PEEPS are recorded and used.</p> <p>The space will be fit for purpose and child will be able to access the facilities</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> Makaton Widgit Large print resources 	<p>To ensure written resources are accessible for pupils, staff and parents.</p> <p>To ensure that parents and carers disabilities and needs are met so</p>	<p>To create information in different formats. To ensure access arrangements are in place for assessments.</p> <p>The school to be proactive in identifying needs in the community and put reasonable adjustments in place</p> <p>Ensure information is collected and kept up to date about children.</p>	<p>Class teachers, SLT, SENCo</p> <p>Office staff, teachers, SLT.</p>	<p>On going</p> <p>Ongoing</p>	<p>Everyone can access the resources successfully.</p> <p>Parents needs are met, and they can access the school information</p>



	<ul style="list-style-type: none"> • Pictorial or visual representations • Coloured paper and overlays 	<p>they can fully support their child/ren</p> <p>To review pupil's records to ensure school is aware of all disabilities and needs.</p>	<p>Records passed up to each class teacher. End of year class teacher meetings Annual reviews Pupil profile meetings.</p> <p>EHCP pupils will have a year group transition meeting to discuss all needs and actions to be taken.</p> <p>Medical forms updated annually for all children</p> <p>Personal health plans are updated when needed.</p>	<p>Class teacher, SENCo, SLT, Medical professionals.</p>	<p>Ongoing annually</p>	<p>All information is passed on to relevant staff in the school.</p>
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4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by the governing body and the headteacher.

It will be approved by the governing body and head teacher.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy
- Behaviour Policy
- Curriculum Policy
- Equal Opportunities Policy
- Equality Policy
- Educational Visits Policy
- School Improvement Plan