



Hardy Mill Primary Accessibility plan

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| Approved by: | Resources Committee | Date: November 2022 |
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| Last reviewed on: | March 2026 |
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| Next review due by: | March 2030 |
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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 and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness, and removing any barriers to communication.

Hardy Mill is an inclusive school. We aim to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the community favorably and, wherever possible, take reasonable steps to avoid placing anyone at a substantial disadvantage. We have audited our provision for disability access and made suitable plans in line with the 2010 Equality Act. The purpose of this plan is to show how Hardy Mill Primary School intends, over time, to increase the accessibility of our school for disabled pupils, parents and carers, staff and visitors to the school. This plan should be read in conjunction with our school's other policies and procedures. 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 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.

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 staff and governors.

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.

3. Current good practice at Hardy Mill to meet our aims

Curriculum:

Our school is committed to providing a curriculum that is adaptable to ensure all pupils can access it effectively. We have developed a high-quality curriculum designed to enable every pupil to feel secure and make progress in their learning. To achieve this, we utilise a range of resources tailored to meet the diverse needs of pupils who require additional support.

Specialist resources are available to support specific needs, including writing slopes, pencil grips, coloured paper, and overlays, alongside ICT curriculum access resources. The Wellcomm programme is delivered by trained staff to support early language development, ensuring that foundational communication skills are established.

Teaching Assistants are strategically deployed to implement targeted programmes in literacy, numeracy, and speech and language, as well as interventions from other agencies. Our classrooms are designed to be SEN-friendly, equipped with visual timetables, and we proudly maintain our status as a Dyslexia Aware School.

We have well-established procedures for the identification and support of pupils with Special Educational Needs (SEN). Close working relationships with external agencies, such as Educational Psychologists (EP), Child and Adolescent Mental Health Services (CAMHS), and local support services, are integral to our approach. Detailed information on SEN pupils is provided to relevant staff to ensure continuity of support.

Pupil Learning Passports are implemented for those on the SEN register, involving pupils and parents in the target-setting process. Termly whole school pupil progress meetings facilitate collaboration between class teachers, the SEN Coordinator (SENCO), and the Head Teacher, ensuring that all pupils' progress is closely monitored.

Special arrangements for assessments, such as KS2 SATs, are made to accommodate individual needs, including applications for extra time, the use of an amanuensis, and large print papers when necessary. Additionally, risk assessments are conducted for all school trips, with individual risk assessments created for pupils with higher levels of need, ensuring their safety and well-being.

Physical Environment:

Playgrounds are fully accessible for wheelchair users, allowing all children to engage in play. Wheelchair access is available from the playgrounds to the Early Years/Key Stage 1 (EY/KS1) and Key Stage 2 (KS2) corridors, as well as the main office.

We provide a disabled toilet with a shower room and nappy changing facilities, catering to the needs of pupils with physical disabilities and ensuring personal hygiene throughout the school day.

Corridor lighting has been improved to assist pupils with visual impairments, enhancing navigation and safety for everyone in the school.

We work closely with external agencies, including physiotherapy and occupational therapy services, to ensure our physical environment meets the diverse needs of all children, promoting an inclusive educational experience.

Classroom learning environments throughout the school are dyslexia friendly. Each class uses the same widgets for display to provide consistency for pupils across the school.

Provision of information to pupils with a disability:

We prioritise effective communication with parents to ensure a collaborative approach to each child's education. Information is shared with parents during review meetings, parents' evenings, and as needed in meetings with external agencies. This ensures that parents are well-informed about their child's progress and any necessary support strategies.

We maintain an open-door policy, encouraging parents to contact the school at any time should they require advice or additional information. This accessibility fosters a supportive environment where parents feel comfortable discussing their concerns or seeking guidance.

For parents of children with Education, Health and Care Plans (EHCPs) or Special Educational Needs (SEN), we invite them to a transition meeting prior to their child starting at Hardy Mill Primary. This meeting allows for a detailed discussion of their child's specific needs, ensuring a smooth transition. Furthermore, we meticulously plan the transition of pupils with disabilities to different schools, including secondary schools, to support their ongoing educational journey effectively.

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| | | <ul style="list-style-type: none"> Ensure assessment approaches are inclusive (reasonable adjustments, alternative evidence) <p>YEAR 4 2029-2030</p> <ul style="list-style-type: none"> Consolidate and evaluate impact; refine framework based on evidence. Celebrate achievements across the school and community Publish summary of changes and outcomes. Plan next-cycle improvements to keep curriculum progressive. | Headteacher /Curriculum Lead | March 2030 | |
| Communication and information | By March 2030 ensure core school communications, key curriculum information and statutory documents are available in accessible formats on request and that 100% of parents/carers know how to request accessibility adjustments as evidenced by the parental survey. | <p>YEAR 1 2026-2027</p> <ul style="list-style-type: none"> Audit current communications and statutory documents (newsletters, prospectus, policies, curriculum guides) for accessibility gaps. Create an Accessibility Communications Protocol (how to request formats, standard turnaround times). Run baseline parental survey to measure awareness of how to request adjustments. <p>YEAR 2 2027-2028</p> <ul style="list-style-type: none"> Ensure on-request formats available: large print, easy-read summaries, translated versions, audio files and accessible PDFs for core documents. Publish accessibility statement and request process on website and in new starter packs. Train office and admin staff in the protocol and recording requests. | SBM/SEND Lead /SLT | March 2027 | <p>By March 2030</p> <ul style="list-style-type: none"> All core school communications and statutory documents are available in accessible formats on request. Evidence: document logs and sample accessible versions. 100% of parents/carers know how to request accessibility adjustments as shown in the parental survey. Evidence: final parental survey results. Website accessibility statement visible and contact route clear. |
| | | | SBM/IT Technician | March 2028 | |

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| | | <p>YEAR 3 2028-2029</p> <ul style="list-style-type: none"> Proactively publish key curriculum summaries in at least one accessible format each term (e.g., easy read or audio). Publicise channels to request adjustments across multiple routes (email, phone, in person) Midway parental survey to check awareness, refine communications. <p>YEAR 4 2029-2030</p> <ul style="list-style-type: none"> Ensure continued availability and timely fulfilment of on-request formats. Final parental survey to confirm 100% of parents/carers know how to request adjustments and are satisfied with provision. Review and embed as standard admissions/transition information. | SLT | March 2029 | |
| | | | Headteacher | March 2030 | |
| Staff training and recruitment | By March 2030 deliver SEND training so 100% of teachers complete at least 6 hours of SEND CPD annually and at least 85% of staff report increased confidence in practice. | <p>YEAR 1 2026-2027</p> <ul style="list-style-type: none"> Complete baseline staff SEND confidence survey and CPD audit. Design an annual CPD programme ensuring all teachers can access at least 6 hours of SEND specific training each year (mixture of twilight, INSET, online). Update job descriptions and recruitment adverts to state commitment to inclusive practice. | SEND Lead /Headteacher | March 2027 | <p>By March 2030:</p> <ul style="list-style-type: none"> 100% of teachers complete at least 6 hours of SEND CPD annually from Year 2 onwards. At least 85% of all staff report increased confidence in supporting pupils with SEND. All job adverts and role descriptions explicitly state inclusive practice expectations; panel scoring |

5. 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 head teacher.

It will be approved by the Resources Committee.

6. Links with other policies

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

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

Identifying Barriers to Access: A Checklist

This list should help you identify barriers to access that exist in schools.

The list is not exhaustive. It is designed to encourage a flexible approach to the further questioning of the accessibility of your school.

Section 1: How does your school deliver the curriculum?

| Question | Yes | No |
|---|-----|----|
| Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils? | X | |
| Are your classrooms optimally organised for disabled pupils? | X | |
| Do lessons provide opportunities for all pupils to achieve? | X | |
| Are lessons responsive to pupil diversity? | X | |
| Do lessons involve work to be done by individuals, pairs, groups and the whole class? | X | |
| Are all pupils encouraged to take part in music, drama and physical activities? | X | |
| Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading? | X | |
| Do staff recognise and allow for the additional time required by some disabled pupil to use equipment in practical work? | X | |
| Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education? | X | |
| Do you provide access to computer technology appropriate for students with disabilities? | X | |
| Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment? | X | |
| Are there high expectations of all pupils? | X | |
| Do staff seek to remove all barriers to learning and participation? | X | |

Section 2: Is your school designed to meet the needs of all pupils?

| Question | Yes | No |
|--|-----|-------------|
| Does the size and layout of areas – including all academic, sporting, play, social facilities, classrooms, the hall, and outdoor spaces, playgrounds– allow access for all pupils? | x | |
| Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers? | x | |
| Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed? | x | |
| Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components? | | X No visual |
| Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons? | | x |
| Could any of the décor or signage be considered to be confusing or disorienting for disabled pupils with visual impairment, autism or epilepsy? | | x |
| Are areas to which pupils should have access well lit? | x | |
| Are steps made to reduce background noise for hearing-impaired pupils such as considering a room's acoustics, noisy equipment? | x | |
| Is furniture and equipment selected, adjusted and located appropriately? | x | |

Section 3: How does your school deliver materials in other formats?

| Question | Yes | No |
|---|-----|----|
| Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information? | | x |
| Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities, e.g. by reading aloud overhead projections and describing diagrams. | | x |
| Do you have the facilities such as ICT to produce written information in different formats? | x | |
| Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities? | x | |