

Hallaton C of E Primary School

Accessibility Policy and Plan



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Approved by: Ali Rutherford (Chair of Governors)

Date of Review: Spring 2027

Our Vision and Values

Hallaton Church of England Primary School has high expectations for disabled pupils and a commitment to pupils' full participation in school activities and community. Our policy is driven by the principles of equal opportunities as outlined in the National Curriculum Inclusion statement. In planning and teaching the Foundation Stage Curriculum and the National Curriculum, teachers ensure they have due regard for the setting of suitable and challenging learning objectives, respond to pupils' diverse needs and aim to overcome potential barriers to learning and assessment for all pupils.

Aims:

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in relation to Disability, of the Equality Act 2010. The Governing Board and Headteacher are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

Definition of Special Educational Needs:

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision. The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Our Special Educational Needs Policy and Information Report outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's and Equality Statement, Objective and Policy and this Accessibility Plan explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND.

Legal Background:

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

At Hallaton CE Primary School we ensure we follow the Equality Act 2010 and ensure protection against discrimination, harassment and victimization (direct or indirect) for everyone under the nine characteristics: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity. This includes Gender Reassignment (also known as Transgender).

This plan sets out the proposals of the Governing Body of the school to increase access to education for SEND pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. eg. handouts, timetables, textbooks and information about school events.

The information should take account of the pupils` disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe. Hallaton CE Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage.

The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life.

The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils. As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

Admission

The school admits children between the ages of 4 and 11. Wherever possible, disability will not prevent a child from being accepted at the school. The school will assess any special arrangements necessary for a disabled pupil on a case by case basis and, provided that such arrangements can be made without causing undue disruption to the normal operation of the school or significant additional cost, the disability will not prevent admission.

In determining what is reasonable the school will have regard to:

- The financial resources available to the school;
- The costs of any particular alteration to the premises, staffing arrangements, or special equipment required;
- The practicality of making reasonable adjustments;
- The extent to which aids and services will be provided by provision paid for outside the school's resources;
- Health & Safety requirements;
- The interests of other pupils.

Parents or guardians of children with disabilities or additional needs are expected to notify the school of them at the point of registration. If these are not known at the time, the school should be notified as soon as they are recognised.

Prior to any visit, parents may be asked to provide copies of any professional reports e.g. Educational Psychologist's report or professional reports from other agencies. Early notification is of great value, as it will enable the school to liaise with parents and/or existing schools to establish what reasonable adjustments can be made.

As part of the Admissions process, staff will meet with parents to discuss whether or not a prospective pupil will be able to access the curriculum and what reasonable adjustments can be made to facilitate this. In determining this, the school may advise additional assessments for further clarification.

If after consultation, the school decides that it cannot discharge its legal and moral responsibilities to educate the prospective pupil and/or its contractual duties to the parent(s), we will be unable to offer a place. If the school is satisfied that with reasonable adjustments the prospective pupil can participate in the school, then, subject to availability, a place will be offered.

Reasonable Adjustment

Reasonable adjustments might include a slight modification to curriculum coverage if requested and as appropriate. Where the school agrees to provide additional services or equipment, parents may be charged for this service at a level which reasonably reflects the cost to the school of providing the service.

The school is also required to make reasonable adjustments to enable wider access for disabled people. Physical disability with the requirement for wheel chair use may result in the alteration of door width to accommodate.

It is possible that during their education a pupil may become disabled or his additional needs may first be identified, or become more serious. Continuing communication between parents and staff is vital for ensuring that reasonable adjustments are made to facilitate the pupil's participation in school, such as the temporary relocation of classroom teaching spaces.

Risk Assessments for trips and visits are prepared on a regular basis and would take account of the particular needs of disabled pupils if required. The school will continue to provide equal access to all school activities for disabled pupils, within the constraints of the physical nature of the site, the budgetary costs, the Health & Safety implications and difficulties of supervision. Individual Risk Assessment and management strategies will be provided for disabled pupils engaged in school trips or visits.

Procedures

Most important of all in the School's Accessibility Policy is the manner with which we receive disabled visitors. People with disabilities are used to the frustrations of life in an able-bodied person's world. It is expected that all members of the school – staff, pupils and governors, will show them consideration, courtesy and a willingness to assist. Common sense and good manners should be sufficient guidance. However, it is important that all members of the school are aware of the various disabled facilities and can give clear directions.

Disabled visitors must be expected at the school at any time, and more often than not, we will receive no prior warning. On these occasions it is important that we are all in a position to assist as may be required.

At other times the school would expect to be advised that a certain visitor is disabled. Indeed, we will hope to encourage this forewarning. In either case the following procedure is to be adopted:

1. Initial warning of visit by disabled person from whichever source passed to Office staff
2. Office staff to notify all other staff members and ensure that preparation is made.
3. Good liaison between Office staff and the teaching staff is essential in ensuring any disabled visitor to the school is efficiently and confidently handled, making the visit more relaxed and giving the school the opportunity to make a good impression.
4. **Fire Precautions.** Pupils and visitors in wheelchairs will be provided with the school's health and safety leaflet so that they are aware of evacuation procedures. Pupils with temporary disabilities (crutches, temporary wheelchair use) should be allocated a 'buddy' to assist them out of the building in an emergency evacuation. All pupils with physical and learning difficulties will be assigned a buddy.

Contextual Information:

Currently not all of the school building and playground is accessible for a child or adult in a wheelchair but could be modified. The rectory building is accessible, but the main Victorian building has limited accessibility due to the layout and number of steps to access different rooms.

Information from pupil data and school audit

- The school currently has an average of 15% of pupils on the SEND register with varied needs
- The Special Educational Needs of the pupils include a range of language difficulties including speech and language difficulties, dyslexia, dyspraxia, autism, emotional and behavioural difficulties and medical needs such as severe allergies.
- The school has physical access via the garden gate and there are no disabled toilet facilities available and accessible.
- Pathways of travel around the school site are unsuitable for wheelchair users (steps)
- All play areas are fenced off from the car park or are sited to the side and rear of the building away from the car park.
- Emergency and evacuation procedures are accessible to all at present. Alarms are auditory, we would review the provision of a visual alarm should the need arise.
- Due to limitations of space there is not a dedicated SEN room
- Furniture and equipment are selected as standard, age-related as appropriate.
- All pupils are encouraged to take part in the full curriculum.
- Pupils with disabilities are encouraged to participate and are included in all aspects of school life such as dramatic productions, music, PE and class church services.
- School visits, including residential visits, are made accessible to all children irrespective of attainment or impairment.
- Teachers, Learning Support Assistants and teaching assistants attend SEND courses as appropriate to support specific needs. Teachers work closely with LSA/TAs to

address pupils' profile and targeted plan and liaise with specialist and support services.

- Lessons provide opportunities for all to succeed through inclusive, differentiated plans and the adoption of a variety of teaching styles and strategies.
- Access to information within the classroom is enabled through the use of visual timetables and visual labelling of equipment and resources. Children with visual and specific reading difficulties who have trouble reading or copying from the board are given printed copies of texts, or information is written down for them.
- We have a clear policy on the administration of medicines, with staff trained to administer epi-pens if needed. There is a register of children with medical needs.
- Names of children with specific medical needs or allergies are displayed in the staff room. Information relating to these children is also passed on to lunch-time supervisors and included in registers in order to inform visiting teachers.
- Epi-pens (not currently required) and inhalers are always taken on visits / trips out of school. Staff trained in first aid and the use of epi-pens always accompany trips.
- Parents, pupils, school staff and governors have been consulted in order to write this plan. Comments and recommendations have been taken into account wherever possible and included in our action plan. Through feedback received at parent consultations and IEP reviews we are confident that the school adopts a curriculum to meet the needs of disabled pupils.
- Ongoing monitoring enables us to identify where changes might be needed and adapt accordingly. The review process takes account of the view of the child when planning for their support.
- **NB** For fear of stating the obvious it is worth reminding everyone that when assisting a disabled person, it is important to address your remarks directly to that person and not to defer automatically to any helper.

Hallaton CE Primary School Accessibility Plan 2026-2027

Equality and Inclusion			
Targets	Strategies	Timescale	What will success look like ? (RAG)
To ensure that the accessibility Plan becomes an annual item at the FGB meetings.	<ul style="list-style-type: none"> - Clerk to governors to add to list for FGB in Autumn Term. - Review of plan done in final FGB - H&S Governor and SEND Governor to ratify and monitor plan 	<ul style="list-style-type: none"> - Once a year at FGB - Annually reviewed by governors. - item on agenda for H&S monitoring 	<ul style="list-style-type: none"> - Adherence to legislation - Constant monitoring and adaptations to working documents
To ensure that all policies consider the implications of disability access.	<ul style="list-style-type: none"> - Consider during review of policies. - Review checklist to be devised to include SEND 	<ul style="list-style-type: none"> - Ongoing in review cycle - Spring 2027 	<ul style="list-style-type: none"> - All policies to reflect current legislation. - All policies are inclusive
To ensure child recovering from serious medical condition has minimal risk of contracting infections.	<ul style="list-style-type: none"> - Parents to be reminded of need to inform school of infections that might cause problems - Constant reminder of when to keep children off school 	<ul style="list-style-type: none"> - On-going - When necessary - Spring 2027 	<ul style="list-style-type: none"> - Parents to be sent email about infections they need to let us know about: measles, foot and mouth, scarlet fever. - Parents to keep children away from school if certain infections occur.
Physical Environment			
Targets	Strategies	Timescale	What will success look like ? (RAG)
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	<ul style="list-style-type: none"> - Audit of accessibility of school buildings and grounds by Governors and site manager. - Suggest actions and implement as budget allows. 	<ul style="list-style-type: none"> On-going 	<ul style="list-style-type: none"> Modifications will be made to the school building to improve access. All children with physical disability will be able to access all of school with support if required
To ensure the whole school can be evacuated safely without delay.	<ul style="list-style-type: none"> - Ensure all children with physical disabilities can be safely evacuated from building in the event of an emergency (ensure all staff are aware of their responsibilities). 	<ul style="list-style-type: none"> - Annually, and as new children join - Three times a successful year fire drill - Once a year a successful full off-site evacuation 	<ul style="list-style-type: none"> - All physically disabled persons can be safely evacuated. - All children who need adaptations for evacuation have a plan. All staff who work with children know the alternative arrangements.

	- Children to have individual plans if needed.		
Curriculum			
Targets	Strategies	Timescale	What will success look like ? (RAG)
To continue to train staff to enable them to meet the needs of children with a range of SEN.	- SENDCo to review the needs of children and provide training for staff as needed. - SENDCo to access training from LA to support staff	- Autumn 2026 - Ongoing training throughout the year	- Staff are able to meet the needs of children in school. - Staff undertake training to support needs of children: SEMH, Team Teach etc.
To ensure that all children are able to access all out-of school activities. eg. clubs, trips, residential visits etc.	- Review provision of trips - Site visits to trips to ensure accessibility. - Ensure compliance - Offer bespoke clubs to ensure offer is inclusive.	- On-going - Annually - Reviewed termly	- All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met. - All SEND and PP children to access (or have a choice to access) all trips - All SEND and PP children are able to access at least 1 after school club in academic year 25-26
To provide specialist equipment to promote participation in learning by all pupils.	- Audit current specialist equipment in school - Assess the needs of the children in each class. - Provide equipment where needed	- Autumn 2026 - Termly by SENDCo - When needed	- All children will have access to specialist equipment which support them accessing all areas of the curriculum. - Children will develop independent learning skills.
To meet the needs of individuals during statutory end of KS2 tests and Year 4 MTC.	- Children will be assessed in accordance with regular classroom practice - Adaptations to be applied in MTC - Time applied for in KS2 SATS	- On-going with SENDCo	- Barriers to learning will be reduced or removed, enabling children to achieve their full potential.
Other			
Targets	Strategies	Timescale	What will success look like ? (RAG)
To ensure that all parents and other members of the school community can access information.	- Written alternatives to information sent out to parents - Accessible website. Options for different language, larger font etc, overlay.	- As needed - Spring 2026	- Written information will be provided for parents as an alternative. - Website will have options for different language / translate.
To ensure that parents who are unable to	Staff to hold parents' evenings by phone or	- Termly parents' evenings	- All parents are informed of child's progress

attend school, because of a disability, can access parents' evenings.	online. - Send home written information to parents who cannot attend parental events.	- As and when required	- All parents know how to support at some - 100% attendance for Parents evening
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