



Accessibility Plan and Policy

The published school accessibility plan meets the requirements of the Equality Act 2010, is implemented effectively and is reviewed regularly

APPROVING BODY	Senior Leadership Team
DATE APPROVED	07/09/2026
VERSION	V:2
SUPERSEDES VERSION	V:1
REVIEW DATE	07/09/2027
FURTHER INFORMATION / GUIDANCE	The Special Educational Needs and Disability Regulations 2014 The 0-25 Special Educational Needs Disability Code of Practice

At Hunloke Park Primary School, we are committed to ensuring equality of education and opportunity for disabled children, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled children and students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At Hunloke Park Primary, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Definition of Disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

The Duty

The Disability Discrimination Act 2005 places a general duty on schools, who need to have due regard for the following when carrying out their functions:

- Promoting equality of opportunity between disabled people and other people; • Eliminating discrimination that is unlawful under the DDA;
- Eliminating harassment of disabled people that is related to their disability; • Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

This is also known as the Disability Equality Duty (DED) and applies to all disabled children, staff and those using services provided by schools. This scheme and access plan sets out the proposals of the Governing body for the school to increase access for disabled children and the wider school community in the three areas required by the planning duties in the DDA.

It is a requirement that this is resourced, implemented and reviewed and revised as necessary. This is all addressed in the attached action plan, which shows how the school will address its priorities.

Recruitment, development and retention of disabled employees.

Hunloke Park Primary School firmly supports the recruitment, development and retention of disabled employees and fully implements the equality policy in its employment of staff.

* When disabled staff are appointed a full review of their needs will be taken and adaptations negotiated where required. We positively encourage disabled people to apply and work at our school.

*Applications are divided into long-listed or rejected groups based on ability to meet job specification, which does not prejudice people with disabilities of differing needs. Special facilities will be made available at interviews where required. The person considered best qualified and experienced for the post will be offered first refusal of the position.

Educational opportunities and achievements of disabled children

All children in the school have a right to access every part of our curriculum. We ensure this by either providing an IEP that includes support for emotional and physical well being in addition to academic progress, or taking account of children who have short term needs. We have a list of children with medical needs that is updated as necessary. The School Nurse provides staff training on medical issues e.g. inhalers and diabetes.

When children enter our school parent/carers are asked confidentially if their children will need any altered provisions to allow full access. We then ensure that we plan for their inclusion through liaison meetings with parents and nursery providers. When necessary we organise additional visits to the school. We also liaise and implement personal care plans when necessary. These arrangements are outlined more fully in our access plan.

When necessary outside experts train staff to inform them on the needs of a particular child.

Access arrangements for disabled parents

Our site can be accessed by people with disabilities, however due to the age of the building there are limited routes of access for people in wheelchairs. There are no disabled toilets available at present. The taps have been adapted to meet the needs of a child in school.

Arrangements for gathering information

The progress of all children is monitored rigorously. Details for children with SEN, EAL and disabilities are recorded and if any discrepancy between them and their peers is obvious intervention programmes and additional adjustments are put in place.

Termly reviews take place for all children with SEN where their progress and needs are closely monitored. At review meeting we record children and parent's views about the children's social; and physical well being as well as their academic progress, if appropriate.

For Year 6 children we plan transition programmes individually tailored to their needs in conjunction with outside agencies if necessary and their next school. The SENCO meets with the transition schools to ensure relevant information about all of child's needs and those of the family are passed on. This year a number of additional visits were arranged to the new school for children with identified needs.

We make every effort on school trips to fully include every child. We ensure that we liaise with parents and provide the necessary additional staff and medical/personal care support when needed. We monitor the uptake of trips for children with a disability. We also plan to collect data on children's uptake of involvement in after school clubs.

Current Practices on Disability Equality

Assess to Disability parking

Access to buildings

Lift

Adapted work

PSHE materials

Outings and school trips available to all.

Contacting home if reply slips not received.

Impact of assessment of policies and provisions

Whenever policies are reviewed, we assess how the behaviour, disability, medical, social and academic needs of the children are planned for and assessed. Adaptations are made as necessary.

Review

This policy and action plan will be reviewed bi- annually.

Increase the extent to which children with disabilities can participate in the school curriculum					
AIM	STRATEGY/ ACTION	RESOURCES	PERSON RESPONSIBLE	TIMESCALE	SUCCESS CRITERIA
Effective communication and engagement with parents	>Termly SEN review meetings with parents/ carers to share Provision Maps. >Annual reviews for children in receipt of an EHCP with the SENCo, class teacher and extended services.	Time allocated	SLT/ SENCo/ Class teachers	In place and ongoing	Parents/ carers fully informed about progress and given the opportunity to engage with child's learning.
Training for staff on increasing access to the curriculum for all pupils	>Epipen training >Sensory processing needs training >Intimate care policy and trained staff >Training from specialists to ensure good practice – SALT, ISAT, EP, Physio etc >Access to courses (CPD) >Online CPD shared with staff >Ongoing guidance from specialist's e.g. Visual impairment team, physiotherapists, school nurse. >Manual handling training	CPD costs Time allocated Staff meeting time	SLT/ SENCo	In place and ongoing	Increased access to the curriculum Needs of all learners met Maintained records of staff training

AIM	STRATEGY/ ACTION	RESOURCES	PERSON RESPONSIBLE	TIMESCALE	SUCCESS CRITERIA
Adaptations to the curriculum to meet the needs of individual learners	>Pastoral support, timetable adaptations >Individual physiotherapy/ OT programmes >Speech and language programmes >Use of access arrangements for assessments/ national tests >Specific medical training >Support from ISAT	Time allocated	SENCo	In place and ongoing	Needs of all learners met enabling positive outcomes
Effective use of resources and specialized equipment to increase access to the curriculum for all pupils	>Strategic deployment of staff >Purchase and allocation of resources as needed, e.g. sloping boards, wobble cushions, reading rulers coloured exercise books/ overlays, pencil grips, adapted pens, fiddle toys. >Ensure specialist equipment (e.g. hearing aids) is checked daily and seek advice if needed (e.g. from hearing impaired team)	Cost of equipment	SLT/ SENCo	In place and ongoing	Positive impact on Pupil Progress Barriers to learning are removed/reduced by the use of resources

AIM	STRATEGY/ ACTION	RESOURCES	PERSON RESPONSIBLE	TIMESCALE	SUCCESS CRITERIA
All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils	>Risk assessments will be undertaken where appropriate >Providers will comply with all legal requirements	Any specialist equipment needed to allow a child to access a club	SLT/ SENCo/ PE coordinator	Ongoing	Increased access to the extracurricular activities for pupils with SEND
To improve and maintain the school's physical environment to enable disabled pupils to take advantage of the facilities and education on offer					
Provision of wheelchair accessible toilets	> Maintain wheelchair accessible toilets and clinical waste bins	Maintenance costs	HT/ external waste removal/ care taker	In place and ongoing	School will be fully accessible for wheelchair users

Access into and around school and reception to be fully compliant	>Wide doors and corridors >Clear route through school >Fencing on routes, to ensure they are wheelchair accessible	Maintenance costs	HT/ caretaker PI	In place and ongoing	School will be fully accessible for wheelchair users
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AIM	STRATEGY/ ACTION	RESOURCES	PERSON RESPONSIBLE	TIMESCALE	SUCCESS CRITERIA
Maintain safe access around exterior of school	>Ensure that pathways are kept clear of vegetation	Ground maintenance costs	Caretaker/ DCC grounds maintenance	In place and ongoing	People with disabilities can move safely around the school
Maintain safe access around the interior of the school	> Awareness of flooring, furniture and layout in planning for disabled pupils. >Lift servicing and is accessible at all times >Hoist serviced and is accessible at all times	Costs of any adjustments that need to be made.	HT/ caretaker /SENCo /Office / Head teacher	In place and ongoing	People with disabilities can move safely around the school
To improve the availability and delivery of written information to disabled pupils, in particular that which has already been produced for pupils who are not disabled.					

Availability of written material in alternative formats	> Weekly newsletter sent via ParentHub > Availability of information for parents – display appropriate leaflets for parents to collect- also send on WEDuc > Key content published on school website >Translated documents provided where appropriate >Loan of communication devices – IPADS for individual pupils	Contact details and cost of translation/ adaptation Loan/ purchase of specialist equipment	Office/ SLT/ SENCo	In place and ongoing	All parents/carers will be up to date and well informed of school information.
AIM	STRATEGY/ ACTION	RESOURCES	PERSON RESPONSIBLE	TIMESCALE	SUCCESS CRITERIA
Ensure documents are accessible for pupils with visual impairment – where appropriate	>Seek and act on advice from Visual impairment support teacher on individual pupil requirements >Use of magnifier where appropriate >Ensure large, clear font used in documentation >Use of overlays, coloured books, coloured slides	Loan/ purchase of magnifier or other specialist equipment	Class teacher/ SENCo	In place and ongoing	Pupils able to access all school documentation