



Hunningley Primary Academy

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Hunningley Primary Academy

Accessibility Plan

2026-27

The policy should be read in conjunction with the school's;

- SEND policy
- Supporting students with a medical policy
- Health and Safety policy
- Equality and diversity policy
- Behaviour Policy

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.

Our school aims to treat all its pupils equally and with respect. Providing access and opportunities for all pupils without discrimination of any kind is paramount in being an inclusive school. We are committed to providing an environment that enables full curriculum access and values all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional, and cultural needs.

Training of staff is a crucial step in reducing any discrimination, therefore our school regularly trains all staff and governors on equality issues, including the Equality Act 2010.

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.

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.

This plan complies with Section 69 (2) of the Children and Families Act 2014 Regulation 51 and also schedule 1 of the Special Educational Needs and Disability Regulations 2014.

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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of auxiliary aid or adjustments to premises.

We define equality in line with the Equality Act 2010 and recognise the following protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race

- religion or belief
- sex
- sexual orientation.

We take all advice, guidance and support needed to ensure we meet the needs of children and adults with disabilities, for example from healthcare professionals.

3. Action plan

The Accessibility Plan shows how access can be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

It may not be feasible to undertake all the works during the life of the Accessibility Action Plan and therefore some items will roll forward into subsequent plans.

An accessibility audit will be completed by the school towards the end of each period covering the plan and will be used to inform to actions of any subsequent plans.

The 3 areas considered in this plan are:

a) **Improving Education and related activities** - The school will continue to seek and follow the advice of appropriate specialists. The school's SENDCo, in conjunction with class teachers, has the day-to-day responsibility for monitoring the progress and attainment of pupils with disabilities, and ensuring reasonable adjustments are made to enable them to access the curriculum and wider school activities, such as trips and extra-curricular clubs. Staff will be provided with appropriate CPD to enable them to devise a curriculum which seeks to remove potential barriers to learning and addresses the needs of all pupils. The curriculum will also include opportunities to raise awareness of disability to promote understanding.

b) **Improving the physical environment** of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school - The school 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, such as improved access, lighting, acoustic treatment, and colour schemes, and more accessible fixtures and fittings.

c) **Improving the provision of information** -The school will make itself aware of local services, including those provided through the Local Authority, for providing information in alternative formats when required or requested.

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010 for the academic year 2024-2025.

Accessibility outcome	Current Good Practice	Objectives	Action to be taken	Person responsible	Date to be completed
Section 1: How does school deliver the curriculum? (Educational Provision)					
Increase access to the curriculum for pupils with a disability	Our school offers a broad and challenging curriculum for all pupils and need types. We use resources tailored to the needs of pupils who require support to access the curriculum including reports and advice from outside agencies such as OT PT HI EP SCI and VI Team.	Pupils with a disability or identified need can access the curriculum	SENCO to review what further access arrangements need to be made to ensure all learners can access the curriculum. SENCO to work alongside curriculum leads and specialists to ensure all barriers to learning in each subject are	SH SH NG CHH	Ongoing and to be reviewed each term.

	Curriculum resources include examples of equipment for children with specific medical needs and disabilities such as; brightly coloured equipment, larger balls, frames, binoculars, hoople, cane, hearing loops, braille machines and labels etc Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils.		removed and needs are accommodated to ensure fair access to all. SENCO liaise with Sports coaches, outside agencies and PE Lead to ensure all reasonable adjustments and changes to curriculum are made to address needs and disabilities. SENCO to ensure any specialised, bespoke curriculum is delivered alongside the school's curriculum to meet needs.		
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Section 2: Is school designed to meet the needs of all pupils? (Physical Environment)

Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps and handrails • Stair lift • Corridor width • Parking is available should it be required • Disabled toilets and changing facilities • High contrast environment for those with VI	Pupils can access the building safely	SENCO, Health and Safety Lead and Caretaker undertake regular checks to ensure all accessible ramps and equipment are in good working order and fit for purpose	SH CHH DJ Caretaker	Ongoing and to be reviewed each term.
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	Environment audits and risk assessments for those with VI				
Section 3: How does school deliver materials in other formats? (Provision of Information)					
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: ☐ Internal signage ☐ Large print resources ☐ Makaton ☐ Pictorial or symbolic representations ☐ Text-speech software ☐ Braille (where needed)	The learning environment is language and visually rich and supports the needs of all learners	SH to audit signage on an annual basis to ensure needs are met. SENCO liaise with outside agencies and implement recommendations to meet all needs and disabilities.	SH NG	On going

4. Monitoring arrangements

This document will be reviewed every year. It will be reviewed by the Governing board, Principal, SENDCo and Health and Safety Lead.

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to be completed
Corridor Access	Corridors are wide and accessible around the school	Caretaker on daily walks to ensure nothing is obstructing the corridors	DJ/SH	Ongoing - daily

		nightly checks by Health and Safety Lead to ensure no breakages and obstructions present		
Car Park	The school has designated disabled parking spaces available	Ensure parking markings are clear and well demarcated	DJ Grounds Person	Ongoing
Entrances	Access to main school entrance is accessible.	All entrances are clear and have ramps and steps	DJ Grounds Person	Ongoing
Ramps	Ramps are in place for ever ground floor entry/exit to the building with rails			
Toilets	Disabled toilets are on ground floor of school	Continue to maintain to a good standard	DJ/SH	Ongoing
Reception Area	Wide space, large chairs and easy access	Daily checks for breakages and obstacles	DJ and caretaker	Ongoing
Internal signage	Visuals and language around school to support learners	No braille currently required, use of visuals in identified areas for specific children with needs and disabilities	DJ SH	Ongoing
Emergency escape routes	Ground floor escape routes are accessible	All entry and exits are at ground level, continue to monitor for potential obstacles	DJ and caretaker	Ongoing