



Hunsbury Park Primary School

Accessibility Plan

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Statement of Intent

This plan outlines how Hunsbury Park Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities

- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

| Aim | Strategy | Responsibility | Timeframe | Outcome | Review |
|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| Children new to the school are supported and provided for to ensure all their needs are met. | Pupils' needs are assessed in line with transition information from nursery settings and home visits. | SENDCo, Phase 1 lead and EYFS class teacher | Summer 2025 then ongoing | Leadership and teaching staff are aware of the specific needs of children to ensure the curriculum is accessible for all. | Summer 2026 |
| Establish and maintain close liaison with parents | Develop effective relationships with parents of SEND children. Ensure they are kept informed of their child's needs and progress and how the curriculum is adapted to meet their needs. Parents invited to informal meetings to get to know staff. Parents involved in target setting and reviews (including EHCP reviews) | SENDCo, FSW and all teachers | Autumn 2025 then ongoing | Parents of children with special educational needs feel involved in supporting their child. They know who to contact and are comfortable to do so if they want to discuss their child's needs. | Summer 2026 |
| Ensure school trips consider and include access for pupils with SEND | Needs of pupils with SEND are incorporated into the process of planning and risk assessing all trips. | All teachers, SENCO, EVC Co-ordinator. | Autumn 2025 then ongoing | Planning of school trips considers pupils with SEND and ensures appropriate arrangements are made to ensure all children are included. | Summer 2026 |
| Pupils with SEND can appropriately access all lessons | Ensure adequate provision is made for all children to be able to access all lessons. Provide tablets and other equipment suitable to meet the individual needs of pupils with SEND Audit pupil performance data based on SEND | SENDCo, Inclusion lead and class teachers | Autumn 2025 then ongoing | Pupils with SEND can access lessons due to suitable provision being made ensuring disability is not a barrier to learning. | Summer 2026 |

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|------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|-------------|-------------------------------------------------------------------------------------------------------|-------------|
| Ensure extra-curricular activities are accessible by all. | Review offer of provision for children with SEND Provision of additional staff member to support SEND children in their chosen extra-curricular activities. Ensure all staff are trained to meet the needs of the child. | SENDCo, Inclusion lead, FSW and SLT | Autumn 2025 | Extra-curricular activities are accessible to all pupils to ensure full access to the range on offer. | Summer 2026 |
|------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|-------------|-------------------------------------------------------------------------------------------------------|-------------|

Planning duty 2: Physical environment

| Aim | Strategy | Responsibility | Timeframe | Outcome | Review |
|--------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|----------------------------|----------------------------------------------------------------------|---------------|
| Ensure all aspects of the school's physical environment are accessible to all pupils regardless of ability. | When identified audit individual children's needs. Good communication between teachers, SENDCo and parents to ensure the needs of all children are identified and the physical environment adaptations are made. | All teachers, SENDCo and SLT | Autumn 2025 and ongoing | All areas of school are accessible to all pupils. | Summer 2026 |
| Classroom layout allows access to all. | Review classroom and corridor layout and make appropriate adjustments to ensure where possible accessibility for all. Ensure there is clear access to all exits to the classroom. | All teachers SENDCo and SLT | Autumn 2025 | Classrooms are fit for purpose, safe and accessible to all. | Summer 2026 |
| Learning environment of pupils with visual impairments is accessible | Appropriate yellow colour indicators are in place although these must be maintained. | School Business Manager and Amey staff | Autumn 2025 | Learning environment is accessible to pupils with visual impairments | Summer 2026 |

Planning duty 3: Information

| Aim | Strategy | Responsibility | Timeframe | Outcome | Review |
|-------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|--------------------|-------------------------------------------------------------------------------------------------------|--------------------|
| <p>School staff to know how to make written information accessible to all parents</p> | <p>Seek advice from outside agencies and other schools with regard to effective written communication with parents who have English as an additional language or parents who are unable to read.</p> <p>Use of Dojo to translate school messages for parents.</p> | <p>SLT, SENDCo, FSW and all teachers.</p> | <p>Autumn 2025</p> | <p>School is aware of local services for converting written information into alternative formats.</p> | <p>Summer 2026</p> |
| <p>Provision of written material to pupils meet their needs is accessible to them.</p> | <p>Clear communication made during transition to ensure all teachers are aware of the needs of the children in their class.</p> <p>Further audit of needs for children who are new to our school.</p> <p>Use of coloured paper/text size/braille/visual timetables as appropriate to meet individual children's needs.</p> | <p>All teachers and SENDCo</p> | <p>Autumn 2025</p> | <p>All pupils have access to written materials that meets their needs at a given time.</p> | <p>Summer 2026</p> |
| <p>School website is accessible to all parents and children regardless of their need or language</p> | <p>Audit of website</p> <p>Ensure there is an option to translate the website in order to meet the needs of parents with English as an additional language.</p> | <p>SLT, Inclusion lead, ICT lead and SENDCo</p> | <p>Summer 2025</p> | <p>Website is fully accessible to all children and parents.</p> | <p>Summer 2026</p> |

7. Monitoring and review

This plan will be reviewed on an **annual** basis by the governing board and headteacher. The next scheduled review date for this plan is **June 2026**. Any changes to this plan will be communicated to all staff members and relevant stakeholders.