

HOPWOOD COMMUNITY PRIMARY SCHOOL

Accessibility Plan

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 fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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.

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

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aspect	Action	Strategy	Timescale	Responsibility	Success Criteria
Increase access to the curriculum for pupils with a disability	Increase access to the curriculum for pupils with a disability or SEND	Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. 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.	On going	On going	Curriculum is in place and school self-evaluation activities demonstrate that these processes are in place.
	School visits accessible to all pupils.	Audit of visits in terms of accessibility. Staff to check with SLT. Individual Risk Assessments completed as required.	On going	Trip Lead Teacher / SLT	All risk assessments completed. Reasonable adjustments made to ensure access to visits. Parents involved in individual risk assessments.
	Ensure PE activities are accessible by all, eg include activities that do not need physical strength – adapt where necessary	Audit SEND list, view strategies that are in place and revise as appropriate	On going	Sports Coach	Lessons/activities amended where necessary
	Review SEND list three times a year to ensure needs are covered	Audit SEND list, view strategies that are in place and revise as appropriate	On going	SENDco	All SEND children make progress
	Develop use of visuals around school.	Ensure students use a visual timetable where required	On going	Premises & admin teams	Visuals used by all stakeholders

Aspect	Action	Strategy	Timescale	Responsibility	Success Criteria
--------	--------	----------	-----------	----------------	------------------

Improve and maintain access to the physical environment	For any new building work - plan to ensure we meet access requirements	All contractors to work to meet RMBC Council Standards	On going	Business Manager / Site Manager Contractors	All works supported by RMBC surveyor and in-line with regulations in the Equality Act 2010.
	Review space & entry at main entrance	Improve accessibility to the main building by remodeling the internal design of the entrance and office area, entrance and waiting area. Apply for capital funding for remodeling.	Sept 24	HT, SBM, Site Manager RMBC property services	Improved access arrangements
	School is aware of the access needs of parents/carers including EAL	All new starter forms to include information regarding access needs e.g. the need for large print in correspondence or printed in other languages.	Sept 2024 new starters	Inclusion Lead / Admin team	On-going dialogue between parents and carers. Appropriate support in place.
	To make the school more accessible for the hearing impaired	Hearing impaired parents will always be escorted through coded doors.	On going	Admin team	Hearing Impaired are able to attend meetings in any area of the school as necessary
	To make the school more accessible for the visually impaired	Review signs with symbols, review size of type on visuals in reception area through H&S audits	On going	Business Manager / Premises Team	On-going dialogue between parents and carers. Appropriate adjustments made as found.
	To make the school more accessible for EAL parents.	Review signs with symbols, welcome sign in different languages and formats	On going	Inclusion Lead	On-going dialogue with parents and carers. Signs in place.

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be approved by the governing board.

5. Links with other policies

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

- Health and safety policy
- Equality Policy and objectives
- Special educational needs (SEND) information report
- Supporting pupils with medical conditions policy
- Asset management plan

Review

The Governing Board reviews this policy every three years. The Governors may, however, review the policy earlier than this and reserve the right to review at any time, if the Government introduces new regulations, or if the Governing Board receives recommendations on how the policy might be improved.

This policy has been agreed by staff and governors of Hopwood CP Primary School.

All staff are responsible for implementing this policy. However, all staff, all pupils and their parents have an active part to play in the active development and maintenance of this policy and in its success.

This policy is due for renewal in February 2028 (every 3 years)