HAGBOURNE C.E. PRIMARY SCHOOL



'Be the best you can be'

CARE - COURAGE - RESPECT - RESPONSIBILITY

Accessibility Plan

Reviewed and Approved by the Local Governing Body: 3rd November 2026
To be reviewed annually - next review date: November 2027

VISION

In the parable of the Good Samaritan Jesus teaches us to 'Love your neighbour as you love yourself'. It is from this that we get our key Christian values of Care, Courage, Respect and Responsibility. These provide a nurturing environment where we encourage the children to 'Be the best that they can be'.

Following the example of the Good Samaritan we are an inclusive school, serving equally those of all faiths or none through the provision of an education of the highest quality within the context of Christian belief and practice.

1. Statement of Intent

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

At Hagbourne CE Primary School we nurture our children, within our Christian environment, to be caring, respectful, responsible individuals who have courage to take risks and make the right choices. Hagbourne CE Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

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 school recognises and values a parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

This Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.
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, this 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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. Current good practice

The aims of this plan fall into 3 categories:
- Maximising the extent to which pupils with disabilities can participate in the school curriculum **(the curriculum)**;
- Improving the environment of the school to ensure pupils with disabilities can take full advantage of education and associated services **(the environment)**;
- Ensuring pupils with disabilities have access to information which is provided in writing for pupils who are not disabled **(information).**

Analysis of monitoring of outcomes and discussion with staff, families and pupils identifies a number of current strengths in each of these areas.

4a. Curriculum

Staff work hard to ensure all pupils can participate fully and meaningfully in the National Curriculum, regardless of additional needs, difficulties or disabilities. This may be by, for example, administering medicines to pupils to ensure they can remain in school, adapting activities to ensure they meet the needs of all learners, or by developing personalised curricula which help address pupils' individual needs.

• Staff knowledge of issues related to SEN and disability is audited regularly, including following admission of pupils with additional difficulties which might be outside the current experiences of staff. This ensures inhouse CPD can be delivered, either by our SENCO or other member of staff with expertise in a particular area, or by other professionals; in the past, these have included our Educational Psychologist, Speech and Language Therapist, Teacher of the deaf and our Communication and Interaction Advisory Teacher, for example.

• Any more specialised needs of individuals are always responded to as and when the need arises, including through close liaison with staff from the agencies listed above.

• Our SENCO oversees referrals to outside agencies and monitors that actions suggested by professionals are incorporated into classroom practice to ensure all pupils can access the curriculum meaningfully and play a full part in the life of the school.

• Pupils with Special Educational Needs and / or disabilities participate in extra-curricular activities, such as after-school clubs. Some out-of-class activities present specific challenges for pupils and staff – for example, lunch and break times for pupils with Autistic Spectrum Disorder (ASD) or other communication and interaction difficulties, and school trips for pupils with medical needs. These are managed on a case-by-case basis, with inclusion always the key aim.

• Specific examples of adaptations which have been made in the past, or are currently being made, to support individual pupils include:

- Easy to understand classroom labels and signs, using visual images, pictures and symbols where appropriate
- Careful seating plans to help, for example, pupils with hearing/sight difficulties
- Carefully planned off-site visits for pupils with SEND
- Use of visual strategies – such as visual timetables – to provide a range of cues for pupils who find these beneficial (for example, pupils with Autistic Spectrum Disorder)
- Use of simple, precise language when giving instructions, with extra processing time provided here necessary / beneficial
- Close liaison between home and school through an open door policy to families. Email communication is used by staff where parents and carers find this beneficial; families are always welcome to discuss any issues with staff at an early stage
- Multi-sensory approaches towards all curriculum subjects; for example, gestures, illustrations and symbols used to support the spoken word; regular hands-on activities during lessons
- Use of a range of strategies to engage and enthuse all pupils; for example, little teacher talk, whiteboard work, group or paired discussion.
- Use of microphones and PA systems to support hearing in assemblies, meetings and church services.

4b. Environment

Where building work, redevelopment, or refurbishment takes place, accessibility is always a key concern. Priorities included in previous Accessibility Plans, and which have been addressed through these, include:

- Upgrade of the fire alarm system to ensure it is of an adequate volume for people with hearing difficulties and linked to all parts of the building
- Consideration of colour and tonal contrasts when redecorating the school building
- Ensuring edges of steps are marked, and that these are remarked regularly
- Development of an outside quiet area and inside lunch club, beneficial particularly for pupils with communication and interaction difficulties during break- and lunchtimes.

4c. Information

At Hagbourne CE Primary School, close communication between the SENCO, teaching staff and TAs, together with a high level of ongoing training, ensures that needs of individual pupils are rapidly identified and acted upon. Written information for pupils with disabilities can therefore be adapted as necessary to meet the individual needs of pupils. For example, material can be provided in a range of formats (for example, enlarged print) for pupils with visual impairment, and written work is often presented on different coloured paper (shown to increase reading ease for pupils with Specific Literacy Difficulties). Depending on the needs of a pupil, information can be provided in Braille (with help from support services), in simplified language, in audio or electronic form. iPads are used effectively to provide information orally when this is beneficial, and pupils have access to a range of resources to help with curriculum access (talk boxes, for example). Our teaching staff and TA's may use Edumics when working with hearing impaired or deaf children.
The SENCO retains an understanding of the relevant support services that can provide assistance with improving delivery of information to pupils with a disability, and shares this with staff as required.

5. Action plan

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

Aim	Current good practice *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Success criteria
Curriculum Increase access to the curriculum for pupils with SEND	We tailor our curriculum to meet the needs of our pupils. We use resources tailored to the needs of pupils who require additional support to access the curriculum. Curriculum resources include examples of pupils with disabilities. e.g. wheelchair and hearing aid users Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. Curriculum is reviewed to ensure it is appropriate for pupils with additional needs.	Pupils with additional needs will continue to make good progress from their starting points. Pupils have appropriate resources to enable them to access the full curriculum offer.	Regular review of curriculum. Planning monitored by Subject leaders and SENCO to ensure adaptation and children's needs being met in class. SENCO and the subject leaders to review resources to ensure they fit the needs of our pupils. All pupils are tracked using Insight Tracking and termly pupil progress meetings ensure we discuss all individuals to ensure needs are met across the curriculum. SEND pupils have pupil profile plans written with class teacher, SENCO and parents. These are reviewed regularly.	Staff have knowledge, understanding and expertise in meeting the needs of pupils with SEND. As a result, pupils are able to access the curriculum and make good progress.

Physical environment Improve and maintain access to the physical environment	We ensure that any refurbishment or upgrade projects consider issues around accessibility. Decisions around redecoration include consideration of the need for tonal contrasts. We have two staff disabled toilets which can be used by parents and family members as needed. Ensure that steps are marked and that this is maintained. We ensure that pupils have personal medical plans in place where these are needed, establishing these on induction and ensuring staff are trained appropriately. We have undertaken a number of adaptations to support deaf and hearing-impaired pupils, including replacing screens with doors, installing acoustic ceiling panels to reduce reverberation and background noise, and installing a surround sound system in the hall.	Children and adults with additional needs are able to access all areas of the school because the physical environment enables this. Individual Health Care Plans are written with parents and families of identified children as soon as they are admitted to school, and these are reviewed on an annual basis. Continue to develop the learning environment to meet the needs of pupils with hearing impairments and other communication needs.	Ensure disabled parking bays in the village hall car park are clearly marked and kept clear to be used for this purpose. Ensure steps inside and outside the building are re-marked as required, and this is monitored through Health and Safety walks. Ensure that, when any doors are replaced, consideration is given to widening any frames as necessary. When completing any work consider how to ensure this is easily accessible by wheelchair. Ensure paperwork for new starters is checked to determine whether there is a need for any Individual Health Care Plans to be put in place (SBM, ongoing). Review access to the swimming pool. Changing rooms and poolside are accessible. Look at the actual entry to the pool. Consider the acoustic impact of all future refurbishment and renovation projects. Monitor the effectiveness of acoustic improvements and identify any further adaptations required. Seek advice from specialist hearing support services where appropriate	All access is maintained to a good standard (costings set out in the 5 yr R&M plan). Poolside access available for all. Pupils with hearing loss can access learning and communication effectively across the school environment. Background noise and sound reverberation are minimised in key learning spaces.

			when planning further environmental improvements.	
Information Improve the delivery of information to pupils and families with SEND.	We use a range of communication methods to ensure information is accessible.	Children and adults can access all aspects of the school's work.	Specific learning needs identified and met through the SEN / EHCP planning process (class teachers & SENCO). Ensure recommendations of resources by external professionals around accessibility are actioned. Ensure sign language is used to support specific learners.	All children and adults can access information.

6. Monitoring arrangements

This document will be reviewed every year but may be reviewed and updated more frequently if necessary.

It will be approved by the Local Governing Body.

7. Links with other policies

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

- Risk assessments
- Health and safety policy
- Special educational needs (SEN) policy
- Medical conditions policy
- The Behaviour policy
- The Anti-bullying policy
- The Safeguarding Policy
- The Critical Incident Plan
- The Single Equalities Policy
- Valuing all God's children

Appendix 1: Accessibility audit

Feature	Description	Actions taken	Person responsible	Date to complete actions by
Ramps	It is a single storey building with one change in level with a small staircase. Both ends of the building are accessible via ramps.	Ensure all ramps are functional, clear and in a good state.	Head (HT) and School Business Manager (SBM)	Termly H&S checks
Corridor access	Corridors are also cloakrooms	Each year we have class monitors to ensure no coats or bags on the floor.	Head and Class teachers (CT)	Daily checks by CT
Entrances	All clear and accessible via a ramp or flat entrance.	Ensure that all entrances are clear and in a good state of repair.	HT and SBM	Termly H&S checks
Toilets	Disabled toilet available in the entrance and lower end of the school	Ensure it is clean and clear.	Termly H&S checks	Termly H&S checks
Emergency escape routes shown on the school plan.	All marked and accessible.	Ensure in working order. When needed a Personal Escape Plan will be written and shared with all staff.	Termly H&S checks	Termly H&S checks
Changing area and hoist	Changing area and hoist needed for children with physical disability	A new area has been created in September 2022 to accommodate children with disabilities in the year 3 classroom. New facilities have been created in September 2023 to accommodate children with disabilities who are educated in years 4,5 & 6	Class TAs	Regular checks of equipment needed

		Reviewed hoist protocol Sept 2026	Class TAs, 1:1 support	
Classrooms during teaching time and Hall during collective worship	Use microphones and sound systems to support children who are deaf and have hearing loss. Use signing to support communication. Teach signs to the whole school. Represent people with hearing loss or who are deaf within lessons and worship	New sound system bought Sept 23 Books to raise deaf awareness purchased Oct 24 ToD led INSET to all staff on Deaf Awareness Teacher of Deaf trained new staff on Deaf Awareness and use of edumic Sept 2026 Medical training Sept 2026 Sound panels added to the hall, Reception/Y1 middle area to reduce echo Soft sliding doors replaced to wooden doors to reduce background noise 2025/ 2026 Work room (Den) ceilings lowered and carpeted absorb noise	Teachers TAs All staff	Regular equipment checks
All areas of the school	Use of fiddle toys, visual timetables, Zones of Regulation, ear defenders, Lunch Club … throughout the school day to support children with SEMH needs, including ASD.	Lunch Club re-established Sept 24 All staff received updated training on C & I needs from Sarah Vincent Dec 24 Inclusive by design training from OXSIT – June 2026	Teachers TAs All staff	Resource checks Staff Rota for lunch club

Progress against actions within this plan will be scrutinised by the Local Governing Body at least annually.