

## HAGBOURNE C.E. PRIMARY SCHOOL



*'Be the best you can be'*

**CARE - COURAGE - RESPECT - RESPONSIBILITY**

## Accessibility Plan

*Reviewed by Governors: March 2026*

*To be reviewed every 3 years. Next review date: March 2029*

### **VISION**

Hagbourne Church of England Primary School is inclusive, 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.

'Jesus Christ is the same yesterday and today and forever'. From His teachings we get our key Christian values of Respect, Responsibility, Care and Courage. These provide a stable and caring environment where we are *'preparing each child for their future in an ever- changing world'*.

The SEN and Disability Act 2001 amended Part 4 of the Disability Discrimination Act 1995 by introducing new duties on Local Authorities and schools in relation to disabled pupils and prospective pupils. This was further updated by the Children and Families Act, 2014 and the SEND Code of Practice, September 2014. All schools are required to produce an Access Plan, including plans and strategies for an initial three-year period. The purpose of the plan is to:

- Increase the extent to which disabled pupils can engage in the curriculum
- Improving the physical environment of schools to increase disabled pupils' physical access to education and extra-curricular activities.
- Improving the delivery of information to disabled pupils, using formats which give pupils better access to information.

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. Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum. Using IT where necessary.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p>	<p>Regular review of curriculum. Planning monitored by Subject leaders and SENDCo to ensure differentiation and children's needs being met in class.</p> <p>SENDCo and the subject leaders to review resources to ensure they fit the needs of our pupils.</p> <p>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.</p> <p>SEND pupils have pupil profile plans written with class teacher, SENDCo and parents. These are reviewed regularly.</p>	<p>Annually review curriculum with all teachers</p> <p>To include in the annual schedule of subject leader monitoring and actions.</p>	<p>DHT/ HT Subject leaders and SENCo for all areas.</p>	<p>July 23/24</p> <p>Each September.</p>	<p>An up to date curriculum that reflects all children's needs.</p> <p>Resources that meet children's needs (cost implications to be added to action plans).</p> <p>All children make progress suitable to their age, stage and need.</p>

<p>Improve and maintain access to the physical environment</p>	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> <li>● <i>Changing classroom to fit year groups that may need more space (e.g current yr 2 class very large and near disabled toilet)</i></li> <li>● <i>Disabled toilets</i></li> <li>● <i>Library shelves at wheelchair-accessible height</i></li> <li>● <i>White markings on steps</i></li> </ul>	<p>Include marking the edges of steps in the 5 year R&amp;M plan to ensure all are kept in a good state of repair. Other - when doors are replaced to classrooms ensure viewing panels at different heights. Add marking of disabled parking bay.</p> <p>Review access to the swimming pool. Changing rooms and poolside are accessible. Look at the actual entry to the pool.</p>	<p>Review R&amp;M plan to ensure this is in plan.</p> <p>Investigate equipment needed and costs (poss grant?).</p>	<p>SBM / HT</p> <p>SBM / Pool team</p>	<p>Ongoing</p> <p>September 2023 or sooner if need arises.</p>	<p>All access is maintained to a good standard (costings set out in the 5 yr R&amp;M plan).</p> <p>Poolside access available for all.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p><i>Currently we have the newsletter available on the website, sent via parentmail and we will print copies on request (large copies available too).</i></p>	<p>As the need arises we will investigate the specific resources / equipment and skills needed.</p>	<p>When required.</p>	<p>SBM/ SENCO/ HT</p>	<p>When required.</p>	

#### 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 Finance and General Purposes Committee.

#### 5. 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 to be 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  Class TA's, 1:1 support	Regular checks of equipment needed