

# Accessibility plan

Hackness CE Primary School



<b>Last reviewed on:</b>	09.10.2025
<b>Next review due by:</b>	09.10.2028

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### 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 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

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Hackness Church of England Primary 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. We will support and challenge every child to do their best across the curriculum, achieving the highest standards of which each is capable. We will develop in children resilience and self-belief by encouraging all pupils to use their skills and talents to make a positive contribution to the school and its local and wider community. We aim to equip all our pupils with the skills, attitudes and behaviours to achieve ongoing success as lifelong learners, as well as to develop the characteristics of our core Christian Values: friendship; courage; perseverance; respect and joy. 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, including collaboration with Elevate's Estates and Health and Safety teams.

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents and carers and local committee members.

## 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

### 3. Action plan

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

The information set out in the column of 'current good practice' are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice – you will need to adapt it to suit your school's context.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>Our school offers a progressive and sequenced curriculum for all pupils, with adaptations in place to support pupils who need it.</li> </ul>	Ensure all subjects have clear progression of knowledge and skills to support precise adaptation.	Attend Trust CPD and review subject curricula, particularly for foundation subjects.	Subject leaders	July 2026	Curriculum plans updated, with clear progressions to underpin planning.
	<ul style="list-style-type: none"> <li>Resources tailored to the needs of pupils who require support to access the curriculum <ul style="list-style-type: none"> <li>Chromebooks and assistive technology</li> <li>Sensory resources</li> <li>Adapted texts e.g. Little Wandle blending books; SEND programme</li> <li>Manipulatives used by all children in Maths</li> </ul> </li> </ul>	<p>Ensure resources used directly meet pupils' needs.</p> <p>Ensure staff feel confident in using resources.</p>	<p>Audit resources available and seek pupil voice regarding impact.</p> <p>Staff voice survey.</p>	<p>SEND link</p> <p>SEND link</p>	<p>April 2026</p> <p>July 2026</p>	<p>Pupil interviews Review against support plans and EHCPs</p> <p>Completion of staff survey</p>
	<ul style="list-style-type: none"> <li>Texts in school include examples of people with disabilities</li> </ul>	Ensure access to these texts is purposefully planned	Review reading curriculum to ensure diversity of offer includes disability.	English lead	October 2026	Report made to HT and next steps identified.

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	<ul style="list-style-type: none"> <li>Curriculum progress is tracked for all pupils, including those with a disability               <ul style="list-style-type: none"> <li>Data analysis completed with Trust to identify how to accelerate progress of key groups, including those with SEND</li> <li>PIVATS used for pupils with more complex needs so that progress can be tracked and planned for.</li> </ul> </li> </ul>	Ensure staff feel confident implementing provision to meet PIVATS targets.	Attendance of staff at Trust SEND training (every half term)	HT	Ongoing	Staff voice indicates they feel confident meeting needs of pupils
	<ul style="list-style-type: none"> <li>Targets are set effectively and are appropriate for pupils with additional needs               <ul style="list-style-type: none"> <li>Support plans regularly reviewed to identify progress against individual targets</li> <li>Trust SEND lead supports staff with target-setting and reviewing</li> <li>Support plans reflect Section F of EHCP provision.</li> </ul> </li> </ul>	Develop parent and pupil voice to inform planning for pupils with SEND	Parent/carer drop ins  Continue to work with Parent Carer Voice  Teachers to ensure pupils have been consulted about their support plans.	SEND lead  SEND lead  SEND link	Termly  Ongoing  Termly	Attendance at parent events improves.  Parent voice reflected on strategic plans for SEND for the school.  Support plans reflect pupils' views.

Improve and maintain access to the physical environment	<p>The entrance to the school through the gate at the front of school is flat. This means all visitors can access the school playground and ground floor of the school.</p> <p>Upstairs there are two classrooms which are accessed by stairs.</p> <p>Doorways in school are DDA appropriate: all entry/exit doors are wide enough to accommodate wheelchairs.</p> <p>Disabled toilet available in EYFS/KS1 classroom which can be used by all visitors. There is space for a changing facility should this be required.</p> <p>Worship is held in the EYFS/KS1 classroom on the ground floor and is accessible for all pupils.</p> <p>Should a visitor (e.g. parent or external agency) require access to the school for a meeting or similar, there are two rooms downstairs that can be made available.</p> <p>Sockets and switches are at wheelchair friendly height in all classrooms</p> <p>Library shelves are at wheelchair-accessible height, as are most resources, should a pupil need access to them.</p>	Consider how to improve wheelchair access to specific parts of the main school building and grounds.	Should a visitor in a wheelchair need access to school, use downstairs spaces for meetings etc.	Headteacher	As required	Visitors and pupils are able to use most areas of the school.
			<p>If a pupil joining school is a wheelchair user, investigate converting downstairs breakout/staffroom into classroom to accommodate and enable use of facilities e.g. toilet/playground.</p> <p>For members of the school community joining for events typically on the field, consider using the green at the Village Hall to improve access for all.</p>	Headteacher	If required	
				Headteacher	As required.	

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	<p>Although no designated disabled parking available outside, there is onroad parking directly outside the school. A bus space is empty from 09:00am – 3pm and can be used by disabled visitors during these hours.</p> <p>The field is only accessible via steep steps; the field is used for community events such as Sports Day and Easter Egg hunts etc.</p>					
Improve the delivery of information to pupils with a disability	<p>Range of communication methods available:</p> <p>Website</p> <p>Email</p> <p>Printed copies of letters available on request, including large print</p> <p>Internal signage including symbols</p> <p>Use of Widgit software for pupils</p>	Disabled visitors can find information they need on school website.	Ensure website information includes specific information regarding accessibility to school e.g. parking.	School admin	July 2026	Information evident on website.





## 4. Monitoring arrangements

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

## 5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy