

*Fledge and Fly High
 to be honest
 to communicate clearly
 to be respectful
 to have confidence
 to embrace responsibility
 to support one another
 and have resilience in all that we do!*



HINCHLIFFE MILL JUNIOR & INFANT SCHOOL

Executive Headteacher: Mr. Damien Bond

Accessibility Plan 2025 - 2026

Document Status			
Date of Next Review	November 2029	Full Governing Body	
Success Criteria for review completion	All docs read and amended as necessary.	Responsibility	Chair of Governors
Date of Policy Creation	September 2025	Name	James Piggott
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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

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.

At Hinchliffe Mill School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, with a particular focus on those who share a protected characteristic. We recognise that treating people equally does not necessarily involve treating them all the same. We aim to promote a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. Because of the context of our school, we recognise the challenge of ensuring pupils are aware of diversity within the wider community, and we recognise the challenge of interpreting small samples of data. The plan will be made available online on the school website, and paper copies or copies larger in print 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 partnerships within Kirklees Local Authority 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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

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.

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	<p>Our school offers a differentiated curriculum for all pupils</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum</p> <p>Curriculum resources include examples of people with disabilities</p> <p>Curriculum progress is tracked for all pupils, including those with a disability</p> <p>Targets are set effectively and are appropriate for pupils with additional needs</p> <p>The curriculum is reviewed to make sure it meets the needs of all pupils</p>	To be aware of potential pupils within school catchment area with a disability	<p>Following research into potential disabilities for the future, to train staff and pupils in the condition and to research the cost of additional specialist equipment and learning resources needed to support the pupil to access the curriculum.</p> <p>Equipment and resources to be provided as appropriate</p>	Executive Headteacher	May 2028	Pupils with disabilities can fully access an appropriate curriculum and their progress is evident.
Increase access to the curriculum for potential pupils with deafness as a disability	<p>Delivery of the curriculum is reviewed to make sure it is accessible to potential deaf pupils.</p> <p>Most classrooms on the first floor are carpeted which is helpful to those with a hearing impairment.</p> <p>2 x TAs have accessed Makaton training</p>	To make all areas of the curriculum accessible to pupils with deafness as a disability	<p>Staff training</p> <p>Research teacher approaches to managing deafness</p> <p>Purchase a simple hearing loop system</p> <p>Careful thought given to seating arrangements within classrooms.</p>	Executive Headteacher	May 2028	Pupils will deafness as a disability can fully access the curriculum and their progress is evident.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled toilets and changing facilities • Re-decoration of classrooms and displays/colour schemes suitable for visually impaired or sensitivity 	<p>To ensure further accessibility for all to building and grounds within funding limits</p>	<p>All future building work must be disability-proofed.</p> <p>Access to resources should be suitable height</p> <p>New building work to be assessed for accessibility</p> <p>Decoration schemes and displays well-considered for pupils with sensitivity/visual impairment</p>	<p>Executive Headteacher</p>	<p>Ongoing</p>	<p>Improvements are monitored and seen when doing accessibility audits</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Makaton 	<p>To ensure communication is accessed by all parents and pupils</p>	<p>When additional signs are placed, ensure they are at a suitable height</p> <p>Ensure communication is sent electronically, enabling font size to be changed</p> <p>Inform parents/carers that documentation sent out in paper form is available in larger print on request</p> <p>Inform parents/carers that other forms of communication can be made available eg. Widget, Otter, Hearing Helper, on request.</p> <p>Pupils' work can be shared in a number of ways including Seesaw</p>	<p>Executive Headteacher</p>	<p>May 2028</p>	<p>Communication is updated with actions via office</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the sporting and social activity inclusion for pupils with a disability</p>	<p>Our school offers links to sporting and other social activities that are accessible to pupils with a disability</p> <p>Link has been made with Square Peg</p> <p>Links with Occupational Therapy Services</p> <p>Daily core exercise timetable for pupils with specific physical needs</p>	<p>To maintain links with active charities such as Square Peg and communicate with Pennine Sports Partnership to ensure inclusion to activities</p> <p>To maintain links with health professionals and Occupational Therapy services</p>	<p>To re-contact Pennine Sports Partnership school link and SPIN (Newsome High School), as well as Square Peg to book in dates for future activities</p>	<p>Executive Headteacher</p>	<p>May 2028</p>	<p>Activities organised and celebrated</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 reviewed by the Summit Federation Governing Board.

It will be approved by the Summit Federation Governing Board.

5. Links with other policies

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

- Health and safety policy
- Equality policy
- Special educational needs (SEND) information report
- SEND policy
- Medical Needs policy