


Hanbury's Farm and Oakhill Primary Schools Federation



Accessibility Policy and Plan

2025 - 2026

Hanbury's Farm School

Title	Accessibility Policy and Plan
Author	Mrs S Tucker
Date approved	Autumn Term 2025
Approved by	Mr A Allen – Chair of Governors
Signature	
Next review date	Autumn term 2026

Date	Author	Note of Revisions
October 2024	ST	<p>P3. Teachers to plan and implement personalised learning plans to show Assess Plan Do and Review (APDR) with support and guidance where needed from the SEN team. Reviews to be dated on the APDR documents.</p> <p>P4. Deletion - showering facilities not available.</p> <p>P5. Deletion - Clear colour differentiation for staircase handrails. (OH only)</p> <p>P5. Chair of Governor name changed from Stuart Cain to Adrian Allen</p>
October 2025	ST	P.6 Addition of objective – improve accessibility of children with physical or sensory needs.

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1. Aims

Hanbury's Farm and Oakhill School Federation are committed to providing all children an equal access to a good quality education so they can progress and achieve on their own educational journey.

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 legal requirements that schools adhere to. 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, governors, staff and Staffordshire Local Authority.

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.

Hanbury's Farm and Oakhill Primary school have put into practice reasonable adjustments for a range of disabilities. However a full assessment for suitability of a child with accessibility needs will be carried out as required as soon as the school is aware of attendance.

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	<ul style="list-style-type: none"> Our school offers supported and scaffolded activities for all pupils to access the curriculum. 	Daily As required	Adjust curriculum resources to needs of pupils.	Teaching staff	Daily activities action issues within 48hrs	Children accessibility needs will be supported and scaffolded. Use resources specific to their needs Make progress despite needs as a result of adaptations.
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> We use resources tailored to the needs of pupils who require support to access the curriculum 	As required	Adjust curriculum resources to needs of pupils SENDCo to oversee access to specialist in school support.	Teaching staff SENDCo	Daily activities action issues within 48hrs	
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> Curriculum resources include examples of people with disabilities – JIGSAW teaching and text chosen for teaching other areas of the curriculum. 	As required	Adjust curriculum resources to needs of pupils Curriculum leaders to monitor the use of disability friendly resources.	Teaching staff SENDCo Curriculum leaders	Daily activities action issues within 48hrs	
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> Curriculum progress is tracked for all pupils, including those with a disability 	Termly as needed	Teachers to track progress, SMT to identify issues and SENDCo – to organise external support.	Teaching staff SENDCo Curriculum leaders Senior management team Head teachers	Rolling programme – all to be completed at least once a year	Progress will be seen and where needs are identified the relevant person in school will help to source and provide for it.

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"> Targets are set and are appropriate for pupils with additional needs. Personalised learning plans are formed and where applicable outside agency, targets are recorded and progress monitored. 	Termly or half-termly dependent on need.	Teachers to plan and implement personalised learning plans to show Assess Plan Do and Review (APDR) with support and guidance where needed from the SEN team. Reviews to be dated on the APDR documents	Teaching staff SENDCo	Termly or half-termly dependent on need.	Personal Learning plan shows progress.

AIM	CURRENT PRACTICE	OBJECTIVES	ACTION TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> Clear corridors and desks Access door width Corridor width Disabled toilets Library shelves at wheelchair-accessible height. Fire Drills performed frequently (termly) 	<p>Daily tidying of corridors and desks</p> <p>Building access – caretaker team with local authority support should building work be required.</p> <p>Fire drills – termly to check accessibility in difficult circumstances,</p>	<p>Caretaker and team responsible for routine maintenance.</p> <p>See H&S policy regarding water safety in rarely used equipment.</p> <p>Fire drill safety – see H&S plan</p>	<p>All staff responsible for housekeeping.</p> <p>Routine maintenance and access school grounds and buildings responsibility of the caretaker.</p> <p>Headteacher – H&S legislation</p>	<p>Daily issues to be actioned within 48 working hours.</p> <p>Maintenance should be carried out alongside H&S plans and strategic overview of school needs.</p>	Children will be able to access all resources as required.
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> Internal signage Large print resources Pictorial or symbolic representations in class and around the school Use of Ipads and other technology to support access. 	<p>Internal signs to be clear and at relevant heights according to needs.</p> <p>Large print or technological equipment to be made available when required.</p>	<p>Caretaker – responsible for H&S internal signs</p> <p>Large print resources ordered or created as needed..</p> <p>Technology to be available</p>	<p>Caretaker</p> <p>Teaching staff</p> <p>SMT & Governors</p> <p>Computer technicians</p>	As needed	Information will be accessible to all pupils and staff.

Improve the accessibility for children with physical or sensory needs	Teaching staff are supported by specialists when a children presents with a physical or sensory needs and their opinion is sought on the best way to support them.	E.g.: touch typing lessons for partially sighted student	Technology used – RNB book library	Teaching staff and SENDCo	As needed	Information accessible to all pupils, staff, parents and for transition
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4. Monitoring arrangements

This document will be reviewed every year, but may be reviewed and updated more frequently if necessary and when a child with specific needs is enrolled at the school.

It will be approved by Mr A Allen (Chair of Governors) and Mrs N Gipton (Executive Head teacher].

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 (SEN) information report
- Supporting pupils with medical conditions policy
- PSHE Jigsaw Policy
- Behaviour Policy