

Halam Church of England Primary School

Accessibility Plan

Autumn 2026

Review Autumn 2029

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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 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.

Inclusion and Equality Statement

Our school is an inclusive school. We aim to include all pupils in all our activities and endeavor to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broad curriculum. We have systems in place for early identification of barriers to learning and participation so that all pupils can engage in school activities. We have high expectations and suitable targets for all pupils. We actively encourage equity and equality through our work. No gender, race, creed, sexuality or ethnicity will be discriminated against. The use of stereotypes under any of the above headings will always be challenged.

At Halam Church of England Primary School we believe that every child should have access to a broad, balanced, relevant and differentiated curriculum. This should take account of their individual strengths and needs and should allow each child to fulfil their potential.

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. We are a member of the Mitre Trust for Education and follow their equality and inclusion principles.

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.

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.

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	Our school offers a differentiated curriculum for all pupils	To review the curriculum offer and ensure that meets all pupils needs	Annual curriculum review and revision Update the curriculum statement, policies and procedures to ensure curriculum is accessible to all learners	Head teacher All staff	April 2027	All pupils have access to curriculum that meets their needs
	We use resources tailored to the needs of pupils who require support to access the curriculum	To ensure all curriculum resources are matched to individual needs To include examples of people with disabilities, and show a diverse range of peoples in resources used	Annual curriculum review includes audit of resources	Head teacher SENDCo	Ongoing	All pupils have access to high quality resources
	Curriculum progress is tracked for all pupils, including those with a disability or	Targets are set effectively and are appropriate for pupils with additional needs	Targets are reviewed termly with SENDCo and class teacher, shared with parents	Head teacher SENDCo	Ongoing	All pupils make progress against their specific targets

	additional need					
		Ensure PE is accessible to all pupils		Head teacher SENDCo	Ongoing	All pupils have access to all wider opportunities and are support to access when needed
	The wider curriculum offer ensures inclusion and opportunities for all pupils	Ensure all pupils have equal access to visits, residential, workshops and activities Ensure all pupils have equal access to all enhancement activities, music lessons, clubs, sporting fixtures	Audit access to wider curriculum activities, positively recruit from group who may need additional support	Headtea cher SENDCo	On going	All pupils have access to all wider opportunities and are support to access when needed
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Corridor width • Disabled toilets and changing facilities	To ensure all pupils, staff and visitors can move around site safely and without obstacles Create access plans for individual pupils Ensure any PEEP (Personal Emergency Evacuation	Review pupil access to ensure a positive impact on learning Review and make regular checks around site for accessibility, for example; yellow paint on step edges and other edges, exterior lighting is working Disabled changing and	Headtea cher	Ongoing	Pupils, staff and visitors can move around and use the facilities on site safely and without obstacles

		Plan) is prepared and reviewed for those who may need	toileting space reviewed and plan to improve made			
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • Large print resources • Induction loops • Pictorial or symbolic representations	To ensure that all pupils have effective communication methods	To review CPD and resources to match individual pupils need	Head teacher SENDCo	Ongoing	All pupils needs are met.

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 governing board and the Head teacher.

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
- Supporting pupils with medical conditions policy