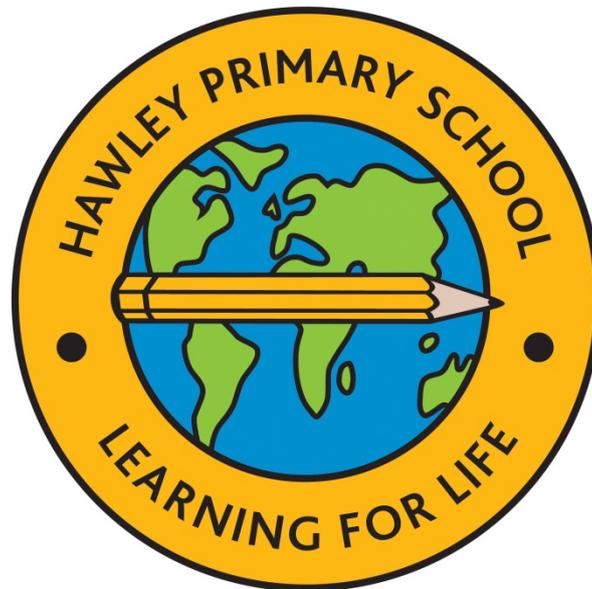


# HAWLEY PRIMARY SCHOOL



## ACCESSIBILITY PLAN 2025-2028

**AGREED BY GOVERNORS:** Summer 2025

**LATEST REVIEW:** Summer 2025

**NEXT REVIEW:** Summer 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

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. Hawley Primary School has high expectations for pupils with disabilities and expects them to be able to participate and achieve in every aspect of school life. Our commitment to equal opportunities is driven by our belief in inclusion for all irrespective of race, colour, creed or impairment.

We are committed to making sure that we:

- Set suitable learning challenges
- Respond to pupils' diverse needs
- Overcome potential barriers to learning and assessment for individuals.

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, 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 School Council, 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.

### 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	Objectives	Actions	Person responsible	Date to complete actions by	Success criteria
To increase access to the curriculum for pupils with a disability.	To use IT to enable all pupils to fully access the curriculum.	<p>Monitor the use and requirement of IT equipment e.g. spell checkers, laptops, iPads, Chromebooks and apps such as: Seesaw, Clicker</p> <p>Adapt medium term planning as appropriate – liaise with SENCo accordingly.</p> <p>Curriculum progress is tracked and reviewed for all pupils including those with disabilities. Pupil progress is reviewed termly with SLT, SENCo and class teachers to ensure any additional support is in place.</p> <p>Use of access arrangements for assessments &amp; national DfE tests.</p>	<p>HT/SENCo / Subject Leaders</p> <p>All teachers &amp; SENCo</p> <p>All teachers, SENCo &amp; SLT</p>	Ongoing from September 2025	<p>Staff have greater knowledge and skills in supporting children using IT so they enable strong curriculum access.</p> <p>Headteacher and SENCo have reviewed the deployment of technology around the school to ensure fair access for the classes or year groups with greatest need.</p>
To improve and maintain access to the physical environment.		All staff and/or pupils with short- or long-term accessibility or sensory difficulties are risk assessed and a PEEP (personal emergency evacuation plan) is drawn up and regularly reviewed.			

Aim	Objectives	Actions	Person responsible	Date to complete actions by	Success criteria
To improve the delivery of information to pupils and their families with a disability.	To examine how to make written communication and signage more accessible for parents using alternative formats, medias and/or translations.	Liaise with the appropriate services (Hearing and Visual Impaired Services) and interpretation agencies, in providing written material for parents in alternative media formats.	HT/AHTs Admin officer Hearing and Visual Impaired services Interpretation services/EAL	Ongoing from September 2025 onwards	

#### 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 will be approved by the governing body.

#### 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