



**HAILEY HALL SCHOOL**  
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# **Accessibility Plan**

**Date last reviewed: Spring Term 2026**

**Review Date: Spring Term 2029**

**Responsible Committee: Finance & Premises**

**Responsible Person: Strategy Business Manager**

## **Content**

## **Page No.**

1. Aims.....	3
2. Legislation and guidance .....	3
3. Action plan .....	4
4. Monitoring arrangements.....	7
5. Links with other policies .....	7

## 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.

We believe that it is right for all our pupils to achieve their full potential. The accessibility plan lays out ways in which we remove barriers for our pupils through adapting the physical environment, the curriculum, and the way we provide information. We will make reasonable adjustments to ensure equality of opportunity to the curriculum for all our pupils.

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.

## 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.

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.

<b>1. Improving Participation in the Curriculum</b>					
<b>Priority</b>	<b>Lead</b>	<b>Strategy / Action</b>	<b>Resources</b>	<b>Timescale</b>	<b>Success Criteria</b>
Effective communication and engagement with parents	BA/PF/SH (SLT)	<p>Weekly emails from tutors to parents to update on progress</p> <p>Parents contacted by telephone to inform of positive postcards or nominations</p> <p>Parents invited into school to review PSP status at least every 6 weeks until the plan ceases</p> <p>Bi-annual parent consultation meetings with parents / carers</p> <p>Annual consultations EHCP / Annual Review meetings with SENDCo</p> <p>Regular coffee mornings with Parents, Headteacher and Chair of Trustees</p>	Time allocated	In place and ongoing	Parents / carers fully informed about progress and engage with their child's learning
Training for staff on increasing access to the curriculum for all pupils	SH/LB/SSH (SLT)	<p>EpiPen training</p> <p>Intimate care policy and trained staff</p> <p>Training from SALT, Social Communication Team, Learning &amp; Behaviour Advisory Team</p> <p>Access to courses, CPD</p> <p>Online resources for CPD shared with staff</p> <p>Ongoing guidance from specialists e.g. physiotherapists, OT</p> <p>Therapeutic Thinking training to ensure staff have the de-escalation scripts and communication skills required to assist pupils in crisis</p>	<p>Training time</p> <p>TA time allocated</p>	<p>In place and ongoing:</p> <p>EpiPen Training</p> <p>Regular visits from outside professionals</p>	<p>Increased access to the curriculum</p> <p>Needs of all learners met</p> <p>Maintain records of staff trained</p>

		Lesson planning proforma encourages listing ways the curriculum and resources are adapted for individual needs			
Effective use of resources and specialised equipment to increase access to the curriculum for all pupils	SH (SLT)	Strategic deployment of support staff / intervention teacher  Purchase and allocate other resources as needed, e.g.: sloping boards for writing, wobble cushions, reading rulers, coloured exercise books / overlays, pencil grips, adapted pens, chew / fiddle toys, Ensure specialist equipment	Specific apps to support learning on IT  Other resources as required for individual pupils	In place and ongoing	Positive impact on pupil progress  Barriers to learning are removed
Adaptations to the curriculum to meet the needs of individual learners	SH (SLT)	Pastoral support, timetable adaptations  OT programmes  Speech and language therapy programmes  Use of access arrangements for assessment / National tests	Occupational therapy / Sensory team / Physio as required	In place and ongoing	Needs of all learners met  Enabling positive outcomes
All out of school activities and school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils	PF (SLT)	Risk assessments will be undertaken where appropriate  Providers will comply with all legal requirements	Any specialist equipment needed to allow a child to access a club	Ongoing	Increased access to the extra-curricular activities for all pupils
Increased access to the curriculum for pupils with different learning needs	BA (SLT)	Our school offers a differentiated curriculum for all pupils  Bespoke individual curriculum pathways are in place for those with additional needs  Curriculum progress is tracked for all pupils, including those with a disability  Targets are set effectively and are appropriate for pupils with additional needs  The curriculum is reviewed to ensure it meets the needs of all pupils	Any specialist equipment needed to allow a child to access all aspects of the curriculum	Ongoing	All pupils are able to access the curriculum, although for those who are unable, reasonable adjustments are in place  All pupils make progress from their starting points

<b>2. Improving Physical Environment</b>					
<b>Priority</b>	<b>Lead</b>	<b>Strategy / Action</b>	<b>Resources</b>	<b>Time</b>	<b>Success Criteria</b>
Provision of wheelchair accessible toilets	LG/BS (SLT)	Maintain wheelchair accessible toilets with clinical waste bins	Maintenance costs	In place and ongoing	School will be fully accessible for wheelchair users
Access into and around school and reception to be fully compliant	LG/BS (SLT)	Designated disabled parking Wide doors and corridors Clear route through school Portable ramps are available	Maintenance costs	In place and ongoing	School will be fully accessible for wheelchair users
Improve signage to indicate access routes around school	LG/BS (SLT)	Signs indicate disabled parking bay and wheelchair friendly routes around school	Cost of signs	In place	Disabled people aware of wheelchair access
Maintain safe access around exterior of school	LG/BS (SLT)	Ensure that pathways are kept clear of vegetation / foliage	Cost included in ground's maintenance contract	In place and ongoing	People with disabilities can move unhindered along exterior pathways
Maintain safe access around the interior of the school	LG/BS (SLT)	Awareness of flooring, furniture and layout in planning for disabled pupils	Cost of any adjustments that need to be made	In place and ongoing	People with disabilities can move safely around the school
<b>3. Improve the Delivery of Written Information</b>					
<b>Priority</b>	<b>Lead</b>	<b>Strategy / Action</b>	<b>Resources</b>	<b>Time</b>	<b>Success Criteria</b>
Availability of written material in alternative formats	BA/LG (SLT)	Newsletter emailed to parent / carers Improve availability of information for parents – display appropriate leaflets for parents to collect Key content published on school website Provide translated documents where appropriate Pictorial or symbolic representations	Contact details and cost of translation / adaptation	In place and ongoing	All parents / carers will be up to date and well informed of school information

#### **4. Monitoring arrangements**

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary.

#### **5. Links with other policies**

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

- Risk Assessment policy
- Health and Safety policy
- Special Educational Needs (SEN) information report
- Supporting pupils with medical conditions policy