



Hummersea Primary School

Accessibility Plan

From September 2026 to September 2029
(3 years – to be reviewed annually)

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Statement of Intent

Our vision is 'Hummersea is a family. Together we believe, we achieve, we inspire. Here at Hummersea, be the best you can be'. 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.

Hummersea Primary School is committed to taking all steps to avoid placing anyone at a substantial disadvantage and therefore works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

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

We are committed to providing an environment that enables full curriculum access and that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We aim to ensure that our school is a welcoming place that understands and responds to pupils and adults with disabilities and we recognise the importance of a review and planning procedure associated with continuous development and improvement.

The school is active in promoting an inclusive positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn, and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parents/carers questionnaires and discussions.

This policy will be implemented at all times and adhered to by all staff members, pupils, parents/carers and visitors

Agreed by:

Head teacher: Mrs C. Grainger

Date: September 2026

Chair of Governors: Mrs G. Dove-Hart

Date: September 2026

Legal framework

- 1.1. This policy has due regard to statutory legislation including, but not limited to, the following:
 - United Nations Convention on the Rights of the Child
 - United Nations Convention on the Rights of Persons with Disabilities
 - Human Rights Act 1998
 - Special Educational Needs Regulations 2014
 - Education and Inspections Act 2006
 - Equality Act 2010
 - Equality Act 2010 (Specific Duties) Regulations 2011
- 1.2. This policy has due regard to national guidance including, but not limited to, the following:
 - 'The Equality Act 2010 and schools', DFE (2014)
- 1.3. This policy will be used in conjunction with other school policies and procedures.

2. Definition

- 2.1. A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day to day activities.
- 2.2. The effect of the Equality Act 2010 means that schools cannot unlawfully discriminate against pupils because of sex, race, disability, sexual orientation, religion or belief.

3. Roles and Responsibilities

- 3.1. Staff members will act in accordance with the school's Accessibility Policy and Accessibility Plan at all times.

- 3.2. The headteacher, in conjunction with the Governing Body, will create an Accessibility Plan with the intention of improving the school's accessibility.
- 3.3. The Governing Body will be responsible for monitoring the Accessibility Plan.
- 3.4. The Local Governing Body will approve the Accessibility Plan before it is implemented.
- 3.5. All staff members are responsible for ensuring that their actions do not discriminate against any pupil, parent/carer or colleague.
- 3.6. The headteacher will ensure that staff members are aware of individual pupils' disabilities or medical conditions where necessary.
- 3.7. During a new pupil's induction at Hummersea Primary School, the headteacher will establish whether the pupil has any disabilities or medical conditions which the school should be aware of.
- 3.8. The headteacher is responsible for consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities are experienced.
- 3.9. The headteacher, Governing Body and senior leadership team (SLT) will with the LA and external agencies to effectively create and implement the school's Accessibility Plan.
- 3.10. The special educational needs leader (SENDCO) will work closely with the headteacher and Local Governing Body to ensure that pupils with special educational needs and disabilities (SEND) are appropriately supported.
- 3.11. All staff members and governors will partake in whole school training on equality issues with reference to the Equality Act 2010.
- 3.12. Staff members will be trained to effectively support pupils with medical conditions, such as understanding of needs, symptoms and how to administer inhalers/epipens.

4. Accessibility Plan

- 4.1. The Accessibility Plan will be structured to complement and support the school's Equality and Diversity Policy, as well as the Special Educational Needs and Disabilities Policy.
- 4.2. The Accessibility Plan will be presented as part of this policy.
- 4.3. Hummersea Primary School's Accessibility Plan demonstrates how access will be improved for pupils with disabilities, staff, parents/carers and visitors to the school within a given timeframe.
- 4.4. The plan has the following key aims:

- To increase the extent to which pupils with disabilities can participate in the curriculum
 - To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer
 - To improve the availability and delivery of written information to pupils, staff, parents/carers and visitors with disabilities
- 4.5. The intention is to provide a projected plan for a three year period ahead of the next review date, which will be in Autumn 2029.
 - 4.6. If it is not feasible to undertake all of the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans.
 - 4.7. The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable.
 - 4.8. The Accessibility Plan will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.
 - 4.9. Both the Accessibility Policy and Accessibility Plan will be published on the school website.
 - 4.10. Hummersea Primary School will collaborate in order to effectively develop and implement the plan.
 - 4.11. An access audit will be undertaken by the headteacher and SENCO every three years or as required when a pupils joins the school.
 - 4.12. The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.
 - 4.13. During Ofsted inspections, the inspectorate may include the school's Accessibility Plan as part of their review.
 - 4.14. The Local Authority will prepare accessibility strategies based on the same principles as the school's Accessibility Plan.
 - 4.15. The Local Authority will provide auxiliary aids and services where necessary in order to help the school provide adequate support to pupils with disabilities.

5. Equal opportunities

- 5.1. Hummersea Primary School strives to ensure that all existing and potential pupils are given the same opportunities.
- 5.2. Hummersea Primary School is committed to developing a culture of inclusion, support and awareness.

- 5.3. Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported.
- 5.4. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.
- 5.5. Wherever possible, teaching staff will adapt their lesson plans and the curriculum in order to allow all pupils to reach their full potential and receive the support they need.
- 5.6. Hummersea Primary School will ensure that all extracurricular activities are accessible to all pupils. The school will make all reasonable adjustments to allow pupils with SEND to participate in all school activities.

6. Admissions

- 6.1. Hummersea Primary School will act in accordance with the Admissions Policy.
- 6.2. The school will apply the same entry criteria to all pupils and potential pupils.
- 6.3. Hummersea Primary School will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school.
- 6.4. All pupils, including those with SEND, will have appropriate access to all of the opportunities available to any member of the school community.
- 6.5. Information will be obtained on future pupils in order to facilitate advanced planning.
- 6.6. Prospective parents/carers of EHCP pupils, and pupils with SEND, are invited to a transition meeting prior to the pupil starting the school in order to discuss the pupil's specific needs.

7. Curriculum

- 7.1. Hummersea Primary School is committed to providing a healthy environment that enables full curriculum access, which values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs.
- 7.2. No pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments.

- 7.3. Hummersea Primary School aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.
- 7.4. The class teacher and the SENDCO will work together to adapt a pupil's SEND Support Plan, with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential.
- 7.5. Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons.
- 7.6. Where areas of the curriculum present particular challenges for a pupil, these are dealt with on an individual basis.
- 7.7. The class teacher, in discussion with the pupil and their parents/carers, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any particular disability or impairment.
- 7.8. There are established procedures for the identification and support of pupils with SEND in place at the school.
- 7.9. Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching, e.g. SEND Support Plans
- 7.10. Specialist resources are available for pupils with visual and hearing impairments, such a large print reading books or hearing loops.
- 7.11. Teaching assistants are deployed to implement specific English, Maths and speech programmes.
- 7.12. School will work with external agencies to gain advice on how to support children with access to the curriculum, including:
 - Input from specialist (external) teachers
 - Technological enhancements – induction loops, ICT
 - Adaptation of teaching materials
- 7.13. In constructing the school timetable, the school will give consideration to individual needs. Also furniture, seating arrangements and the classroom used can be altered to facilitate access and learning

8. Physical environment

- 8.1. Hummersea Primary School is committed to ensuring that all pupils, staff members, parents/carers and visitors have equal access to areas and facilities within the school premises.
- 8.2. There are no parts of Hummersea Primary School to which pupils with disabilities have limited or no access to.

- 8.3. The school has toilet facilities suitable for people with disabilities which are fitted with a handrail.
- 8.4. There are provisions for nappy changing.
- 8.5. Where entrances to the school are not flat, a ramp is supplied for access.
- 8.6. Wide doors are fitted throughout the school to allow for wheelchair access.

9. Monitoring and review

- 9.1. This policy will be reviewed on an annual basis or when new legislation/guidance concerning equality and disability is published.
- 9.2. The Governing Body and headteacher will review the policy in collaboration with the SENDCO's support.
- 9.3. Equality impact assessments will be undertaken as and when school policies are reviewed.

AIM	CURRENT GOOD PRACTICE	STRATEGY	ACTIONS AND OUTCOMES	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
1. Ensure full access to the curriculum for pupils with a disability Training for staff teaching pupils with specific needs – ASD, hearing impairments Classrooms organised to promote participation and enjoyment	- Our school offers an adapted/differentiated curriculum for all pupils. - Resources are tailored to meet the needs of pupils who require support to access the curriculum - Curriculum progress is monitored and 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 make sure it meets the needs of all pupils	Ensure Teaching & Learning can increase access for pupils with specific conditions and disabilities	Teaching and Learning model review and training Aspects of SEND and specific needs training including: ASD, Dyslexia Awareness, Hearing Impairment training with STARS SEND friendly classrooms and environments	SLT SENDCO Subject Leads Class teachers SLT SENDCO	Summer 2023 – Ongoing Autumn 2024	All pupils having access to the full curriculum, personalised and pedagogical approach to teaching & learning for all pupils Rigorous, systematic approaches with high expectations for all pupils

Extended schools/BaAS to include and be available for all pupils Increase pupil voice with learning difficulties/ specific needs	School work well with external agencies e.g. STARS, LA SEN & Inclusion team	- To review arrangements currently in place to provide information on audiotape or in braille for prospective pupils who have difficulty with standard forms - Review planned activities out of school for all pupils, review pupil voice leadership groups	Research to develop practice through external expertise. CPD if this is required Extended school leader/ SLT to review the provision	SENDSCO Extended Schools Lead, SENDSCO, SLT	Autumn 2024 Termly Ongoing	Ongoing CPD for all staff Immediate implementation should the service be needed Staff making relevant adaptations to their planning and teaching & learning Progress evidence and outcome achieved Pupils encouraged to view their opinion &
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						included, reflective and inspired
2. To improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps – internal and external areas • Disabled parking bay • Disabled toilets and changing facilities • Shelves at wheelchair accessible height • Access points are clear • Access to the playgrounds is facilitated • Communication with external agencies e.g. STARS to adapt	• The outside environment is easily accessible to parents and pupils • Risk assessments for outside educational trips for pupils with specific needs adapted • Consider 'dyslexia friendly' classrooms	To review and adapt outdoor environment so access is clear and accessible	Caretaker/ HT	Ongoing	Physical environment is evaluate and developed to support all pupils needs
			Continue to monitor the risk assessments to make sure adaptations have been made	Education al visits Lead/ SLT	Ongoing	Educational visits are inclusive and accessible to all pupils
			Ensure visual timetables are displayed and resources support all pupils	SENDSCO	Autumn 2024	Pupils are accessing a calm environment with support around routines Displays are designed to

	and implement access	- Consider the alarms for emergencies are audible only - Consider hearing induction loop	Pupils and parents with hearing impairment need to be alerted to alarms Continued contact with STARS to implement any further support for the pupils with impaired hearing	SLT SENDCO SENDCO SLT	Autumn 2024 Summer 2024	inspire and support teaching and learning and are purposeful for pupils Pupils and visitors are aware of the alarms for emergencies Service provided to enable pupils with hearing aids to access loop systems
3. Improve the delivery of information to pupils	Our school uses a range of communication methods to make sure information is	Consider induction loops	To communicate with STARS to enable induction loop	SENDCO SLT	Autumn 2024	Service provided to enable pupils with hearing aids

with a disability	accessible. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations • Coloured paper for children and parents • Adult support and interventions • School website and newsletters	• Continue to review signage and information for parents	system access for parents and pupils			to access loop system; parents able to communicate clearly with staff
		• School to find alternative formats for converting written information for parents	Signage around school is reviewed and improved	SLT	Ongoing	All parents informed of information in a clear and timely manner
		• Parent/pupil questionnaires to review and evaluate provision and communication	Regular questionnaires enable opinions and suggestions to improve further	SLT SENDCO	Termly	Parents and pupils feel supported and are able to share suggestions on how school can improve communication facilities
		• Explore use of external agencies to support communication with parents	Parents to access and be signposted to family hubs, SENDIASS,	SENDCO	Autumn 2024	

			Local Offer by links on the website, social media and information leaflets in school			and channels
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