HAMPTON LAKES PRIMARY SCHOOL: ACCESSIBILITY PLAN

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 students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students 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 students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

We are committed to providing a fully accessible environment, which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The School plans, over time, to increase the accessibility of provision for all students, staff and visitors to the school. The Accessibility Plan will contain relevant actions to improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education. Increase access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as equally prepared for life as are the able-bodied students.

This also covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these students in accessing the curriculum. Improve the delivery of written information to students, staff, parents and visitors with disabilities. The information should be made available in various preferred formats within a reasonable time frame.

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, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including students, parents, 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

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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 students 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.

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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 *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for children with a disability	Our school offers a differentiated curriculum for all children.	The school is inclusive and expects all children to be able to access the whole of the curriculum with suitable adjustments made to meet their disabilities. All staff are continually trained to employ quality first teaching strategies in response to individual needs	Review of the curriculum in response to changing needs as informed by the SENDCo	Head of School	Ongoing	All children are able to access the full curriculum
	We use resources tailored to the needs of children who require support to access the curriculum.	Each child's individual needs are assessed and suitable resources are provided to ensure that each individual has the necessary resources to allow them to access the curriculum and move safely around the site. Ensuring that all staff have the relevant training from external agencies where appropriate to	Review of each pupils needs as they join the school and if circumstances change whilst they are on role at the school. A review of resources for each individual should be carried out once a year. Plan and deliver bespoke training opportunities	SENDCo	On entry to the school / as appropriate	Children have the necessary resources to access the curriculum and move safely around the site. Staff are confident at using suggested strategies and children benefit from an adapted delivery of curriculum

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Aim	Current good practice *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
		support the specific needs of some of our most vulnerable pupils	with outside agencies when the need arises			which is appropriate to their needs
	Curriculum progress is tracked for all children, including those with a disability.	Progress is tracked through the monitoring system. The school has 4 data drops a year to access the progress they are making against baseline assessment and National curriculum data.	Where children are not making the required progress required, steps are taken through appropriate intervention to help them close gaps in their	All Teachers SENDCo Head of School	Data drop points as indicated on the school calendar.	All children make at least good progress in relation to their starting points
	Targets are set effectively and are appropriate for with additional needs.	Targets are set for the end of each year are based on the individuals end of Key Stage standard scores in Maths and English.	At the end of every data point attainment and progress is analyzed to assess if the individual children are exceeding , on track or behind	Class Teachers SENDCo Head of School	Data drop points as indicated on the school calendar.	All children meet their end of year target

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Aim	Current good practice *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
	The curriculum is reviewed to ensure it meets the needs of all children each year	The curriculum is reviewed during each year in preparation for the following year to make sure that it meets the needs of all pupils. Year Group teams will review existing and new schemes to ensure that all needs will be catered for. In addition, there will be risk assessments for all topics where there is a potential Health and Safety risk; these will be adapted to meet the needs of all the students.	Key Stage Leaders to review the current schemes of work and to plan for future ones. All risk assessments to be updated to take account of any students with disabilities.	Head of School	Each year	Schemes of work which allow children to access the primary curriculum Appropriate risk assessments in place in practical based subject areas
Improve and maintain access to the physical environment	The environment is adapted to the needs of children as required. This includes: • Elevators • Corridor width • Disabled parking bays	Ensure that all children can access areas of the site safely and that throughout the day they are able to move around the school in safe and confident manor. Each child with a disability has different needs so the school needs to be aware of any limitations a child has in being able to access the site during	Children with a disability meet with relevant staff are shown around that school prior to starting the school. All staff are made aware of individual pupils and their specific needs. Appropriate staff trained in the use of the lift to	SENDCo SENDCo Head of School	During Transition Start of the school year/as appropriate	All pupils with a disability, and the adults who support them, are aware of what to do in an emergency situation. All children are able to access the school safely, in some cases

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Aim	Current good practice *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
	• Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height.	the day including before and at the end of the day. Therefore, it is a priority that any child with a disability and their carers have the opportunity to meet with the SENDCo to discuss these issues and that appropriate steps are put in place to address any concerns raised.	support children in accessing the different levels of the school. Reasonable adjustments made to individual child's movements between lessons to assist in safe passage at lesson changeovers.	Head of School SENDCo	Start of the school year When required	assistance will be required.
		Personal evacuation plans for identified, vulnerable children	All students made aware of what they should do during emergency situations such as a fire evacuation or lock down	SENDCo/nominated member of staff who will assist in such situations	Start of the school year	
	• Table top heights are appropriate for the needs of all pupils	Ensure that children with specific need have all the appropriate equipment and furniture. Timetables for identified students are checked to ensure designated classrooms are accessible.	Staff are continually informed of all students with mobility issues and create a suitable timetable to meet their needs	SENDCo SENDCo	Ongoing	All identified children are timetabled in appropriate classrooms to meet their needs

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Aim	Current good practice *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Improve the delivery of information to students with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Appropriate ICT resources depending on the individuals needs • Pictorial or symbolic representations					

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 Local Governing Body of the School.

5. Links with other policies

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

- Risk Assessment policy
- Health and Safety policy
- Equality for Pupils Policy
- Inclusion (SEN/D) Policy
- Special educational needs (SEN) information report
- Supporting students with medical conditions policy

Approved by: LGB	**Date:** December 2025
Last reviewed on:	December 2025
Next review due by:	December 2028

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Appendix 1: Accessibility audit

Item	Issues to Consider	RAG			Actions to be taken Or relevant comments	Person responsible
1	Is furniture and equipment selected, adjusted and located appropriately?				Parents and occupational therapists for each individual student with a disability, have approved our furniture and equipment as suitable.	SLT/ SENDCo
2	Are pathways and routes logical and well signed?				Monitor the flow of students accessing the different rooms during the school day. All staff will monitor students between lesson changeovers. All students should walk on the left hand side of the corridor.	All Staff
3	Are emergency and evacuation procedures for specific students with a disability in place?				All students with a disability currently at the school are required to have a personal evacuation plan in place and be aware of what they need to do.	SENDCo/SSA
4	Is appropriate furniture and equipment provided to meet the needs of individual students				ICT devices are provided where necessary, as well as height adjusting furniture in all classrooms and practical subject areas.	All staff
5	Are quiet rooms/ calming rooms available to children who need this facility?				Yes. Appropriate rooms are available.	SENCO

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Item	Issues to Consider	RAG			Actions to be taken Or relevant comments	Person responsible
6	Do furniture layouts allow easy movement for students with disabilities?				Seating plans are used to ensure that students with disabilities are seated appropriately within the classroom	All staff
7	Are car parking spaces reserved for disabled people near the main entrance?				There are currently six designated car parking spaces allowing easy access to the student entrance and main reception at the front of the school.	N/A
8	Are steps needed to access the main entrance				N/A	N/A
9	Is it possible for a wheelchair user to get through the principal door unaided?				Yes. All main entrances are at ground level with level and unobstructed access.	N/A
10	If no is there an alternative wheelchair access provided?				N/A	N/A
11	Do all internal doors allow a wheelchair user to get through unaided				No the majority of the doors require assistance to open them. However, staff, students or regular visitors who wheelchair users will be assessed in terms of their ability to move freely around the building. Where required a teaching assistant or 'buddy' will be allocated to the individual to ensure that they are able to access all required areas.	SLT/SENDCo

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Item	Issues to Consider	RAG			Actions to be taken Or relevant comments	Person responsible
12.	Do all corridors have a clear unobstructed width of 1.2m?				All corridors exceed 1.2m and are kept clear of obstructions.	N/A
13.	Does each block of the school have a wheelchair accessible toilet				There are wheelchair accessible toilets located near every student toilet area and also just off the main reception and within the achievement support area.	N/A
14.	Do relevant blocks have accessible changing rooms/shower facilities				There are changing rooms/shower facilities located in PE and achievement support areas.	N/A
15.	Do internal steps/ stairs have contrast colour edgings				Yes, all internal stairs are light grey with a dark grey edging on each step.	N/A
16.	Is there a continuous handrail on each internal stair flight and landing?				Yes, handrails are provided on all internal stairs and landing areas.	N/A
17.	Do the blocks have a lift that can be used by wheelchair users?				Yes, there is a central lift at the front of the school, which allows all wheelchair users to access all floors and wings of the school.	N/A
18.	Do you have any other sort of mechanical means to provide movement between floors?				No. An assessment will be undertaken for all students and staff who require the use of the lift should the lift be out of action. This will include re-rooming to the ground floor on a temporary basis as required.	SLT/ SENDCo

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Item	Issues to Consider	RAG			Actions to be taken Or relevant comments	Person responsible
19.	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?				No there is one exit by music that requires students to use a staircase to exit the building. However, all vulnerable students have an alternative route identified in their personal evacuation plan	SLT / SENDCo
20.	Are non-visual guides used to assist people to use the building?				Not at present. However, a thorough assessment will be undertaken for all staff, students or regular visitors who have an identified visual impairment. Any measures which need to be implemented as a result of the assessment e.g. braille or raised signage will be fitted to ensure that we are meeting the specific needs of the individual.	SLT/SENDCo in liaison with Site Manager
21.	Is hearing induction loop available (either fixed or portable) in the school?				We have a fixed hearing loop in some areas of the school. There are currently no students who need to access this facility but should a need be identified an assessment will be undertaken and appropriate additional facilities be provided as necessary.	SLT/SENDCo
22.	Do emergency alarm systems cater for those with hearing impairment?				The emergency alarm system has both an audible alarm and a red light which flashes when the alarm is activated.	N/A