Hare Street Community Primary School and Nursery

Accessibility Action Plan

2026-27

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in relation to Disability, of the Equality Act 2010.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

(a) He or she has a physical or mental impairment, and

(b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

At Hare Street Primary School we ensure we follow the Equality Act 2010 and ensure protection against discrimination, harassment and victimization (direct or indirect) for everyone under the nine characteristics: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity. This includes Gender Reassignment (also known as Transgender).

The Accessibility Plan will be published on the school website.

Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision. The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Our Special Educational Needs Policy and Information Report outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the MET Equality and Diversity Policy explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND.

This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Physical Access

Target	Strategies	Timescale	What will success look like?
To be aware of the access needs of disabled children, staff, Governors and parents/ carers	○ Ensure the school staff & Governors are aware of access issues ('access' meaning 'access to' and 'access from') ○ Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process ○ Ensure staff and Governors can access areas of school used in meetings ○ Communication in print around school to help children's understanding and visual recognition.	As required	○ SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs. ○ All staff & Governors are confident that their needs are met. ○ Continuously monitored to ensure any new needs arising are met. ○ Parents have full access to all areas of school
Maintain safety for visually impaired people	○ Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges ○ Put black/ yellow hazard tape on poles at end of play equipment to help visually impaired children, if appropriate ○ Check flashing beacons that signal fire alarm activation regularly	Annually, and as new children join the school throughout the year	○ Visually impaired people feel safe in school grounds. Yellow edges and flashing beacons to be monitored as needed throughout the school year.
Lunchtime in Mr Whelan's classroom	○ Ensure children who need longer to eat lunch have more time during lunchtime. Ensure children who have personalized self help targets on their EHCPs are learning correct skills (eg cutting food etc)	Daily	○ All children can access adequate time for lunch
Ensure there are enough fire exits around school that are suitable for people with a disability	○ Daily health and safety checks of the school and its surroundings. ○ Ensure staff are aware of need to keep fire exits clear	Daily	○ All disabled personnel and pupils have safe exits from school.
Whole School Evacuation	○ Ensure all children with physical disabilities can be safely evacuated from building in the event of an emergency (ensure all staff are aware of their responsibilities). ○ Provide resources for known children who could potentially suffer form dysregulation as a result of a fire alarm	Annually, and as new children join the school throughout the year	○ All physically disabled persons can be safely evacuated.

Accessible car parking	○ Disabled members of staff and visitors have a place to park in the staff car park near the playground gates into the school	On-going	○ There is a place for disabled members of staff and visitors to park throughout the school day.

Curriculum Access

Target	Strategies	Timescale	What will success look like?
Access to learning/ in class provision	○ Review SEND children's access to curriculum. ○ Ongoing monitoring from SENCO. ○ Liaise with external professions e.g. SALT/OT to incorporate strategies and support within classrooms and around school with children who require specific equipment and adaptions.	On-going	○ All pupils have equal access to a broad and balanced curriculum
All school visits and trips need to be accessible to all pupils	○ Risk assessments to ensure that all children including children with physical disabilities can access trips. ○ Ensure venues and means of transport are vetted for suitability ○ Ensure staff are fully briefed with regards to children with SEND	On-going	○ All pupils are able to access all school trips and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all pupils	○ Review PE curriculum to include disability sports	Annually	○ All pupils have access to PE and are able to excel, for example via support from an adult
Ensure children with SEND can take part equally in whole school events, lunchtime and after school activities	○ Ensure whole school events can be adapted to include all children ○ Discuss with staff who run out of school clubs, and people running other clubs after school. Support would need to be available – especially after school	As required	○ Children with SEND feel able to participate equally in out of school activities.

Ensure all staff have specific training on disability issues	○ Identify training needs at regular meetings	On-going	○ Raised confidence of support staff

Communication with Parents	○ Ensure parents have access to our SEN provision/SEN school offer currently on the school website. ○ Ensure parents meet and can contact SENCO to access further support and advice. ○ Ensure that the annual report to parents of SEND is accessible and informative for parents.	On-going	○ Parent/school communication is strong ○ Parents confidently contact school for support and advice.
Pupil Voice	○ Children are given opportunities to share their concerns, their views and their ideas. ○ Adaptations are made as needed. ○ 1 place on school council is for SEND voice	On-going	○ Children voice is heard and acted upon.