



## Accessibility Plan

- Complete Revision
- Partial Revision
- New
- No Changes

Review cycle:  
Every three years

Pages:  
6

Author of policy:

<input type="checkbox"/> Derbyshire County Council	<input type="checkbox"/> School Based	<input checked="" type="checkbox"/> Other
		Details: The Key

If Derbyshire County Council / DfE, which issue number:

Issue 1	Issue 2	Issue 3	Issue 4	Issue 5	Issue 6	Issue 7	Issue 8	Issue 9	Issue 10

Revision Record:

Review date	Revised by	Comments

**We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.**

Hallam Fields Junior School

# Accessibility plan



<b>Approved by:</b>	<b>David Brown</b>	<b>Date:</b> 03.03.2026
<b>Last reviewed on:</b>	<b>19.3.2026</b>	
<b>Next review due by:</b>	<b>19.3.2027</b>	

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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 and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness, and removing any barriers to communication.

At Hallam Fields we want all children to be access all areas of the school and curriculum wherever possible, and to have resources that support the learning and wellbeing of all children.

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 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.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the <b>curriculum</b> for pupils with a disability	<ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum for all pupils</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum resources include examples of people with disabilities</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> <li>• The curriculum is reviewed to make sure it meets the needs of all pupils</li> </ul>	Short	Adaptations to Curriculum document to be made available to all staff to support with the delivery of curriculum for SEND children.	Mr Brown, Mrs Carr and Miss Daykin	March 2026	Staff supported to adapt all subject areas for learners
		Medium	Increase the range of reading materials which show disabled people in a positive way.	Mrs Hine (Reading lead) & Mrs Riley (PSHE Lead)	March 2027	Greater range of books available to show children and adults with disabilities in books
		Long	Review use of ICT to support learning and purchase appropriate equipment.	Mr Brown and Miss Daykin	March 2028	Children have greater independence and less barriers to their learning.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the <b>physical environment</b></p>	<p>The environment is adapted to the needs of pupils and parents/carers as required. This includes:</p> <ul style="list-style-type: none"> <li>• Seating</li> <li>• Corridor width</li> <li>• Disabled parking bay</li> <li>• Disabled toilets available in some of the school</li> </ul> <p><b><i>As a school we are aware of the physical limitations due to the nature of our site. We have consulted with the Local Authority to look at ways to improve this, however there are many limitations.</i></b></p> <p><b><i>We welcome parents / carers to use the meeting room on the easiest floor to access for meetings to avoid the many stairs.</i></b></p>	<p>Medium / Long</p> <p>Develop outdoor environments to support learning in the Thrive garden area and also through replacement of the outdoor gazebo area with the possibility of a more classroom based solution.</p>	<p>Find contractor to complete ground works for Thrive Garden.</p> <p>Space to be set up for learning and regulation.</p> <p>Plans to be drawn up and planning permission sought for outdoor classroom / replacement gazebo.</p> <p>Fundraising to take place.</p> <p>Installation to occur.</p>	<p>Mr Brown, Mrs Carr and Mrs Ashby</p>	<p>Thrive Garden area Sept 2026</p> <p>Replacement Gazebo / outdoor classroom area Sept 2028</p>	<p>Children have access to more learning spaces which are suited to their learning styles and promote learning and play.</p> <p>Access to Thrive Garden to be improved to more suitable steps for children.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information	<p>Our school uses a range of communication methods with pupils and parents/carers to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Weekly easy to read Next Week sheets.</li> <li>• Seesaw messaging system</li> <li>• Useful help sheets including safeguarding and signposting to courses and support agencies.</li> <li>• SEND support group meetings monthly</li> </ul>	<p>Medium</p> <p>Move school website to a different provider / find an extension to allow it to be easily adapted into different languages and font sizes.</p>	Review different companies / add ons and move to new system	Mr Brown	September 2027	School website is easier to access for parent / carers who have EAL or difficulty with sight.

## 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 governing board.

It will be approved by the governing board.

## 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 policy
- › Special educational needs (SEN) information report
- › SEND policy
- › Supporting pupils with medical conditions policy