



Keep Hatch Primary School

Accessibility Plan

Date Ratified: May 2025

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Version History

Version	Date	Status and Purpose	Document Author	Changes Overview
1	November/December 2021	Updated Policy	Headteacher/Business Support Co-ordinator	
2	May 2025	Updated Policy	Headteacher / SENDCo	

Approval

Signed by Chair of Directors	
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1 Scope

All 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

At Keep Hatch we aim to provide all children with a stimulating learning environment that, together with high-quality teaching, enables them to make the best progress possible and develop a passion for learning. Our well-resourced site allows for an exciting range of teaching and learning activities which engage and motivate learners.

At the heart of our school are the children; we aim for our children to be enthusiastic, well-resourced, welcoming and kind to one another. We strive for the very best for our pupils and, in turn, receive the best from them. All the staff at Keep Hatch work very hard together to make our school a happy, inclusive and creative place for the children to flourish and grow. We promote display in the environment that reflects a range of abilities to show how proud we are to celebrate the children's achievements and demonstrate the enjoyment and challenges that are at the heart of successful learning.

We truly believe that as children leave Keep Hatch, they have the strong foundations needed to move onto their next stage in education.

The plan will be made available online on the school website, and paper copies are available upon request. At Keep Hatch Primary School the Accessibility Plan will be monitored by the SENDCo, the Headteacher and evaluated by the SEND Link Governor.

In the management, coordination, implementation and review of our plan we:

- We work closely with parents to consider their children's needs.
- We consult with other professionals and services when new situations regarding pupils with disabilities are experienced as well as for on-going advice.
- The Governors and Senior Leadership Team work closely with the Trust and guidance around accessibility.
- The policy is reviewed annually and/or as children's needs change.
- Annual Reviews and Health Care Plans are shared with parents and staff.
- We make links with other schools to share best practice through regular SENDCo network meetings
- Additional communications are used as needed and staff training is undertaken as required.

The Frays Academy Trust is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our Trust'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.

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.

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.

3 Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010. Keep Hatch Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to adhering to the principles of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

We gather information about any child's disability or health condition in early communications with parents and carers of children who are new to school and in our annual data collection update. For parents and carers of children already at the school, we ask parents to keep the school informed of any changes to the information they have provided. We also warmly encourage families to share with a member of school staff if they have a disability or additional need so that if additional support or adjustment is helpful or required, it can put into place either when communicating or when visiting. All information is held in confidence.

AIM 1: Increase access to the curriculum for pupils with a disability

Current good practice: Through planning for individual need, we aim to provide as inclusive an approach as practically possible. Some areas of the curriculum present particular challenges, for example, PE for pupils with an emotional and social impairment; however, all reasonable adjustments are made to support as full an involvement as possible. We seek advice and support from parents and the relevant professionals in order to ensure that we have made adequate and reasonable adjustments.

Objective	Actions	Timescale	Responsibility	Success Criteria
Ensure staff have specific training on disability issues and raising awareness	Update and deliver SEND Induction Training Package to all new staff	Autumn Term	SENDCo/ Headteacher	Increased staff confidence in dealing with the needs of all children to ensure accessibility for all and accurate meeting of diverse needs. A more structured approach to ensuring staff are fully aware of disability discrimination and the need for equal opportunity.
	Ensure there is full staff awareness of the school's Accessibility Plan and The Disability Discrimination Act.	Autumn Term		
	Ensure all staff receive annual training and termly updates about equality and the school's equality objectives.	Termly		
	Ensure that there are positive and visible images of children and adults with disabilities within the school environment.	On-going		
Ensure all staff are aware of the needs of all children in their care	Ensure the SEND register is updated termly and shared with all staff.	Termly	School's Operations Manager	All staff are aware of individual's needs
	Ensure advice and recommendations from outside professionals are shared with all staff working with individual children	On-going		
	Carry out on-going reviews with teaching staff and SENDCo to ensure that all children's needs are being met and that steps of progress are being made in all areas of learning	On-going		

Objective	Actions	Timescale	Responsibility	Success Criteria
To be aware of the access needs of children	Review provision for children across the school requiring additional support/ resources including those children with multi-sensory needs.	Termly	SENDCo	Room will be more richly resourced
	Ensure the swimming pool is accessible if there is a pupil with mobility challenges.	Summer Term	SENDCo, OT	
	Provide a selection of staff with training for Sensory Circuits and quality OT provision for a sensory/ physical diet to best meet children's sensory needs	Summer Term		Children will be more self-regulated to successfully cope with curriculum opportunities
Ensure children with disabilities feel able to participate and are appropriately supported in lunchtime and afterschool additional activities	Regular pupil conversations Discussions, as required, with activity providers and provide them with additional information/ support as required	On-going	SENDCo / School's Operations Manager	Children with disabilities who wish to participate in any club of their choice will be able and welcomed to join in

AIM 2: Improve and maintain access to the physical environment

Current good practice: There are no areas of the interior school building to which disabled pupils or visitors have limited or no access at the moment. Pupils with disabilities participate in extra-curricular activities. If aspects of extracurricular activities present particular challenges, for example lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with communication impairments and school trips for pupils with some disabilities and/ or medical needs, all reasonable adjustments are made to support as full an involvement as possible.

Access Audit:

The main gates to the school site are secure with electronic access during the working part of the school day. The school is housed in one building which is arranged over two floors in one part of the building. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. Whilst we acknowledge that the size of the school site could potentially present challenges when moving around the building, we make reasonable adjustments as the need arises. There is a lift to allow access to the first floor of the school.

The school does not have any dedicated visitor parking; however, there are two disabled parking bays available to parents or visitors to the school, and visitors are welcome to park on site during the school day when visiting the school if there is a space available.

There are disabled toilet facilities available throughout the school. These are spacious to allow wheelchair access and are fitted with a handrail and a pull emergency cord.

The school has internal emergency signage on exit doors and escape routes are clearly marked in classrooms. Personalised evacuation plans are put in place as required and the school has an evacuation chair on the upper floor for any child or adult requiring increased mobility in an emergency. The fire alarm is also signalled with sound and a red flashing light during emergency evacuation of the building. The exit button at the main entrance is accessible for a wheelchair user.

Objective	Actions	Timescale	Responsibility	Success Criteria
To be aware of the access needs of children	Termly review of access arrangements for individual pupils as part of the SEND plan, do, assess, review cycle of provision and support. Ensure that the swimming pool is accessible if there is a pupil with mobility challenges.	Termly	SENDCo/ School's Operations Manager	Provision will be in place to support individual needs – this might be outlined on a Health Care Plan; an Individual Health Care Plan or on an Individual Education Plan. Plans will be in place to support a child with mobility challenges accessing the swimming pool.

Objective	Actions	Timescale	Responsibility	Success Criteria
Ensure the school staff & governors are aware of access issues for individuals	Ensure information is shared at transition points for individual children e.g. end of the academic year	On-going process	SENDCo/ School's Operations Manager	Staff and Governors are confident that their needs will be met.
	Ensure that risk assessments for trips or activities outside of the normal school day will be carried out and adjustments made for individual pupils.	As required	SENDCo/ School's Operations Manager	
	Ensure that reasonable adjustments are made as required in line with the Equality Act.	As required	Headteacher and SENDCo	
Inclusive discussion of access to information in all parent/teacher annual meetings	Ask parents about preferred formats for accessing information e.g. braille, larger font	On-going process		Staff more aware of preferred methods of communication, and parents feel included and able to access information

AIM 3: Improve the delivery of information to pupils with a disability

Current good practice: Different forms of communication are made available as needs are identified to enable all disabled pupils and parents to express their views and to hear the views of others. Access to information is provided in a range of different formats available for disabled pupils, parents and staff as needed. The school is aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Objective	Action	Timescale	Responsibility	Success Criteria
To audit the needs of staff, parents and governors with disabilities	Regular reminders to staff, parents and governors that individual additional needs will be met and to please inform the school so that full support can be provided for equal access. Information gathered and analysed and an action plan then put in place.	Termly	Deputy Headteacher/ SENDCo	Parents have full access to all areas of the school that they need to visit Staff and governors needs are met in relation to their professional duties SIMS database holds additional information relating to pupil disabilities
To regularly update the SEND page on the website with information relating to disability support in the community	Ensure that newsletters and other relevant information are shared with parents in a timely manner for stakeholders to access	On-going	SENDCo	

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 and by the Board of Directors.

The future planned action work will be overseen and co-ordinated by the Local Governing Body and by the Headteacher. Evaluation of the progress of the plan will be made by the Local Governing Body on an annual basis.

5 Links with other policies

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

- Health and safety policy
- Equality information and objectives (public sector equality duty)
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy