Accessibility Plan

2026-2028

Reviewed November 2026
To be reviewed:
October 2028 (orsooner if legislation changes)

Please read in conjunction with the SEND and Disabilities Policy and the Single Equality Scheme.

HADRIAN PARK PRIMARY SCHOOL

Introduction

This Accessibility Plan has been developed in accordance with:

- The Equality Act 2010, which requires schools to make reasonable adjustments for disabled pupils and prohibits discrimination arising from disability.
- The Public Sector Equality Duty (PSED) under Section 149 of the Equality Act 2010, which requires schools to eliminate discrimination, advance equality of opportunity and foster good relations.
- The Special Educational Needs and Disability (SEND) Code of Practice: 0-25 years (2015), which promotes inclusive practice and the removal of barriers to learning and participation.
- The Reasonable Adjustments Duty contained within the Equality Act 2010, which requires schools to take reasonable steps to ensure disabled pupils are not placed at a substantial disadvantage compared with their peers.

Hadrian Park Primary School has a duty to:

- eliminate discrimination, harassment and victimisation related to disability;
- make reasonable adjustments to ensure disabled pupils are not placed at a substantial disadvantage;
- increase access to the curriculum, physical environment and information for disabled pupils.

This Accessibility Plan has been prepared in compliance with Schedule 10 of the Equality Act 2010. It sets out the measures the school will take to:

1. Increase the extent to which disabled pupils can participate in the curriculum.
2. Improve the physical environment of the school to increase the extent to which disabled pupils are able to take advantage of education and associated services.
3. Improve the delivery of information to disabled pupils that is readily accessible to pupils who are not disabled.

The Accessibility Plan will be reviewed annually by the Senior Leadership Team and Governing Body to ensure it remains responsive to the needs of pupils, staff and visitors and reflects current legislation and guidance.

Definition of Disability

The definition of being disabled under the Equality Act 2010 is if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities. This is further defined as 'substantial' is more than minor or trivial, for example it takes much longer than it usually would to complete a daily task like getting dressed and 'long-term' means 12 months or more, for example a breathing condition that develops as a result of a lung infection.

There are special rules about recurring or fluctuating conditions, for example arthritis. A progressive condition is one that gets worse over time. People with progressive conditions can be classed as disabled.
However, you automatically meet the disability definition under the Equality Act 2010 from the day you're diagnosed with HIV infection, cancer or multiple sclerosis.

Our Vision and aims

At Hadrian Park Primary School we nurture, support and challenge minds through a safe, stimulating environment. We value the achievement of everyone, raising self-esteem, enhancing self-efficacy and showing mutual respect.

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.
This means that equality of opportunity must be a reality for our pupils:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs and disabilities;
- gifted and talented children;
- children who are vulnerable.

We acknowledge that there may be times when this is not possible or inappropriate, despite our wishes or best efforts.

Accessibility Action Plan

1. Access to the curriculum

Target	Actions	Success criteria	Lead Person	Timescale
Increase confidence of all staff in differentiating the curriculum.	Staff meetings and CPD to share good practice and updates. Staff to provide suitable adaptations and resources to meet needs. Liaise with appropriate outside agencies.	Raised staff confidence in strategies for differentiation and increased pupil participation. Adaptations appropriate to need are in place including the use of IT.	Senior Leadership. Team. Curriculum Leaders.	Ongoing and as required.
Ensure staff have access to specific training on disabilities issues.	Staff meetings and CPD to share good practice and updates. Training sessions delivered from outside agencies or online training.	Staff are even more aware and able to identify needs. Pupils are appropriately supported in lessons and interventions.	Senior Leadership Team.	Ongoing and as required.
Individual Support Plans (ISPs) to clearly identify how needs are being met.	SENCO attend appropriate training. ISPs monitored. Teachers	Pupils' needs will be reflected in ISPs. Assess, plan, do, review will be clear.	SENCO and teaching staff.	Ongoing and as required.

	supported to write plans.	Parents and pupils consulted.		
Educational Visits and extra curricular activities to be accessible to all.	Teachers plan for access to educational visits using LA and school guidance. Complete appropriate risk assessments.	All pupils with disabilities are able to access school trips and extra curriculum activities.	Educational Visit Coordinator. Extra curricular activity Lead.	Ongoing and as required.

2. Physical Environment

Hadrian Park Primary School is housed in a purpose-built single-storey building. It provides wheelchair access to the main entrance and Key Stage entrances. Key Stage and year group internal doors are set at a width to accommodate wheelchairs.

There are two accessible toilets, one situated at the Early Years Nursery entrance and one within the Key Stage 2 corridor. The school car park includes designated disabled parking bays. Personal Emergency Evacuation Plans (PEEPs) are in place where required.

A height-adjustable changing bed is available within a dedicated hygiene and changing space for pupils requiring personal care support. There is a heigh level changing table in Hadrian's Den for intimate care changes.

The school also provides specialist spaces to support pupils' sensory, physical and emotional needs. A sensory room equipped with a range of visual, auditory and interactive sensory resources offers a low-demand environment where

pupils can access sensory regulation and therapeutic support. In addition, an Occupational Therapy regulation room provides access to sensory circuits, movement equipment and targeted regulation strategies recommended by external professionals. These spaces support pupils to develop self-regulation skills, reduce barriers to learning and successfully access the curriculum.

The school continually reviews its learning environment and specialist provision to ensure accessibility and inclusion for all pupils.

3. **Delivery of Information**

Target	**Actions**	**Success criteria**	**Lead Person**	**Timescale**
Ensure that information on the website is accessible.	The school will make use of Local Authority services and assistive technologies to provide information in alternative formats, including large print, visual supports, translated materials and other accessible formats where required.	All parents will know that if necessary, information can be presented to them in alternative formats. All parents will be well informed of school information.	Deputy Head Teacher.	Ongoing.