



HALSFORD PARK SCHOOL

ACCESSIBILITY PLAN, IMPLEMENTING THE DISABILITY DISCRIMINATION ACT

Review Date: January 2028
Agreed by Headteacher January 2025

3-year period covered by the plan: November 2024 – November 2027.

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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 learners with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable learners with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to learners with disabilities

Our school aims to treat all its learners fairly and with respect. This involves providing access and opportunities for all learners without discrimination of any kind.

Our values are:

Respect, Compassion, Courage, Responsibility

We respect and show respect to all.

We are compassionate to everyone.

We show courage in our endeavors and actions.

We all have responsibility for inclusion and equal opportunities.

These values explain our commitment to inclusion and equal opportunities. We endeavour to provide quality education for every child within a caring, stimulating environment where all members of the school community are valued and encouraged to reach their full potential and experience success. Our school aims to identify and remove barriers for all learners in every area of school life. We welcome everyone irrespective of race, colour, creed, sexual orientation or impairment.

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.

Everychild Partnership Trust, along with West Sussex County Council help the school implement this 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 learners with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a learner with disabilities faces in comparison with a learner without disabilities. 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.

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 curriculum for learners with a disability	Our school offers an adapted curriculum for all learners	Learners have the support they need to achieve e.g. visual timetable and now, next and then board, different questioning	Continue work on subject specific inclusion offering in each subject Autism Awareness Training Regular learning walks by SENCO and SLT will check that provision matches Individual Learning Plans and is in place	DHT SENCO	July 2025	Each subject champion will have collated their offering for inclusion within their part of the curriculum Learning walks will show evidence of provision being appropriate and in place Learners with additional needs can access the curriculum and make progress

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	We use resources tailored to the needs of learners who require support to access the curriculum – this includes adaptations made for children with neurodiversity	Resources are provided and used appropriately e.g. wobble seat cushion or sloping board, laptop for typing or videoing responses.	<p>Increase the number of working laptops available for learners to use.</p> <p>Allocate laptops if appropriate.</p> <p>Ensure learners have appropriate training as required.</p>	<p>PTA</p> <p>SENCO</p> <p>SENCO</p>	September 2024	Every learner who needs a laptop to record their work has one and knows how to use it.
	Curriculum resources include examples of people with difficulties and disabilities	People with difficulties and disabilities are well represented within resources to ensure inclusion	<p>Audit of resources by each champion</p> <p>Ensure assemblies show models of additional needs. Link this to our core values of compassion and respect</p>	<p>DHT</p> <p>HT</p>	December 2025	<p>Each curriculum area has resources that well represent people with difficulties and disabilities</p> <p>Assemblies show a true representation of our world</p>
	Targets are set effectively and are appropriate for learners with additional needs	All learners have SMART targets set at family Learning Conferences and for those learners with high needs these are documented in their Individual Learning Plan	Continue to set targets	HT/DHT/SENCO	Each term	Targets will be set for all learners

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	Curriculum progress is tracked for all learners, including those with a disability	Progress and attainment is tracked termly	Continue to complete this tracking termly and plan actions through pupil progress meetings	HT/DHT/SENCO	Each term	Progress against targets set will be tracked for all learners and appropriate action taken if progress falls short
	The curriculum is reviewed to make sure it meets the needs of all learners – any additional adaptations that are required are made	Our leadership and School and family Support (SAFS) teams hold regular reviews of the curriculum for learners Involve outside agencies when needed to review the curriculum	Continue to review and consult with outside agencies	SENCO and SLT	Ongoing	The curriculum meets the needs of all learners
	Clubs are available to all learners	All learners have the opportunity to participate in clubs of their choice	Continue to review and plan adaptations if necessary to enable all learners to participate	SENCO and SLT	Ongoing	All learners with SEND will attend clubs

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Improve and maintain access to the physical environment for all members of the community	The environment is adapted to the needs of learners, parents and staff as required. This includes: Disabled parking bays	We have one disabled parking bay and a drop off area. These are available for use by parents dropping children off at the beginning and end of the day.	Renovation of learning labyrinth Plan for as required for specific needs	SENCO and SLT	N/A	Any learner can access the site. Learning labyrinth will be more user friendly and accessible to all
	Ramps or lifts	To enable access for all if required	Review and consider access from KS2 to the office, hall and library	SENCO and SLT	When necessary	Any learner can access all areas of the site undercover.
	Accessible toilets and changing facilities – we currently have 2 accessible toilets (in EYFS and KS1 corridor). Our corridor widths are wide enough for a wheelchair user.	All learners and the wider community will have access to accessible toilets and changing facilities	Review provision in KS2 part of the building	SENCO and SLT	When necessary	Any member of community can use an accessible toilet
	Most bookshelves are at wheelchair-accessible height	Consider how books on higher shelves would be accessed	Learning labyrinth being renovated	SENCO and SLT	To be confirmed	Any member of community can access books in the library or classroom

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	Clubs are held in a variety of different spaces in school to allow for accessibility and consider additional needs	Continue this practice. Review if any further additional needs mean further adaptation is required	Review as required	SENCO and SLT	Ongoing	Any learner can attend a club of their choice
Improve the delivery of information to learners with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: Internal signage Large print resources Braille Induction loops Website translated for AL disabled families	All learners will be able to access the curriculum and wider offering of the school	Continue to review and plan adaptations if necessary to enable all learners to participate	SENCO and SLT	Ongoing	All learners access all elements of the curriculum
	Pictorial or symbolic representations are used via Communication in Print (Widget)	All staff are fully trained All staff use it for their class and wider school events	Hold annual staff training	SENCO	Ongoing	All staff are fully trained to use Widget All staff create visuals using Widget for their classrooms and to be sent home

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	<p>Sensory sensitivity and focus abilities are considered and planned for for individual learners. Learners use the following aids:</p> <ul style="list-style-type: none"> - Ear defenders - Fidget tools - Wobble cushions - Low arousal classrooms and spaces - Sensory room - Sensory circuits 	<p>All of our community have access to tools and evidence based strategies that have a positive impact</p>	<p>Ensure new staff are trained in sensory needs</p>	<p>SENCO</p>	<p>Ongoing</p>	<p>All staff are fully trained</p> <p>All staff make adaptations as needed</p>

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 Head of Trust Inclusion in consultation with The Headteacher and SENCO.

It will be approved by The Headteacher with the Local Governing Body Informed.

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 (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting learners with medical conditions policy
- Teaching and Learning Policy
- Behaviour for Learning Policy