



“Caring & sharing as part of God’s family”
“Loving our neighbour as we love ourselves” - Luke 10:27

Hartington C of E School SEND Accessibility Provision 2025-2026

Key Objectives

To reduce and actively promote equality by eliminating barriers to accessing the curriculum, and for pupils to have full participation within the school community.

Principles

Compliance with the Disability Discrimination Act (incorporated in the Equality Act) is consistent with the school's aims and equal opportunities policy, the operation of the SEND policy and SEND Information Report. The School recognises its duty under the DDA- Disabled Discrimination Act (as amended by the SENDA - Special Educational Needs Discrimination Act)

- Not to discriminate against disabled pupils in their admissions and provision of education and associated services.
- Not to treat disabled people equally
- To take reasonable adjustments to avoid putting disabled pupils at a substantial disadvantage.
- To publish an Accessibility Plan.

We recognise and value parent's knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respect the parents and child's right to confidentiality.

The School provides all pupils with a broad and balanced curriculum, differentiated and adapted to meet the needs of individual pupils and their preferred learning styles; and endorses the Key principles in the National curriculum, which underpins the development of a more inclusive curriculum, the school's ethos and vision statement.

- Setting suitable learning challenges.
- Responding to pupil's diverse learning needs
- Overcoming potential barriers to learning and assessment for individual groups of pupils

Purpose of Plan

This plan shows how Hartington CofE Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Definition of disability under the Equality Act 2010

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day to-day activities.

'Long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people defined as disabled or with such conditions do not necessarily have SEN but will have rights under the Equality Act. There is a significant overlap between disabled children and young people and those with SEN, where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Areas of planning responsibilities

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs and school visits)

- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education);
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils).

The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Contextual Information

Hartington School has been in its current location since 1866. The original building houses the office and junior class. In later years an extension was added, consisting of a new link corridor leading up to a new infant class, two toilet blocks, a disabled toilet and school hall.

In the original building, the entrance to the school office is down two steps from the front entrance to the school into a flat reception area. The hall can also be accessed from the reception area. The KS2 class entrance is either from level access around to the rear door from the playground or from the front down two steps to the school's reception area. The KS2 classroom links to the caretaker store and kitchen via flat floor access. Access to the infant classroom for Reception, Year 1 and Year 2 pupils has a level access via a corridor which can also have access to an outdoor area and the disabled toilet and both infant and junior toilets. The infant class also has access to infant toilets and an exit to an outside play area for pupils. Access to the large playground are from all classroom exits via a flat path.

Current Range of known disabilities

At present we have no wheelchair dependent pupils, parents or members of staff. The school has currently no children with a severe physical disability and all children can use steps. There are children with sensory needs, specific learning difficulties and medical conditions.

Increasing access for disabled pupils to the school curriculum

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children and by working in partnership with the schools ISAS Inclusion Support Advisory Service Practitioner to promote the full inclusion of all pupils with additional needs and disabilities through a collaborative process involving the child, parents, school and Local Authority. We aim to meet every child's needs within mixed ability, inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school.

This document is intended as a working document which will be referred to and adapted should the need arise to accommodate pupils or staff with accessibility needs beyond what are already in place. The school will also liaise with Property Services from the LA if adjustments and adaptations to the building need to take place.

Area of Need	Targets	Strategies	Outcomes	Responsibility
Physical environment	The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors.	To create access plans and the dissemination of the content for individual disabled pupils when required.	Disabled pupils, staff, governors, parent/carers and visitors are able to access all areas of school	SENCO/Headteacher /SEN Governor/ LA
	All educational visits to be accessible to all.	Ensure each new venue is vetted	All pupils in school able to access all	Staff organising visits/ EVC

	Develop guidance for staff on making trips accessible. Layout of school to allow access for all pupils to all areas and classroom organisation appropriate for disabled children e.g. desks are adjustable in height. Make sure all areas of school can have wheelchair access To have appropriate	for appropriateness Consider needs of disabled pupils, parents/carers or visitors when organising classroom and when considering any redesign. Install the lift/ramp (area in library already in place) if wheelchair access required and entry doors are wide enough, ensuring adequate contingency funding is carried	educational visits and take part in a range of activities Any re-design buildings are usable by all and needs of children with specialist equipment met. School is prepared for the introduction of children with specialist needs. Equipment can be	Headteacher/governors(H&S) Governors (H&S, Finance Committee)/Headteacher Headteacher/governors(H&S)
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Improving access to curriculum	storage space for specialist equipment.	forward each year.	stored safely	Governors (Health and Safety Committee)/Headteacher/Caretaker
	Ensure all disabled pupils can be safely evacuated	Ensure any new building plans involve extra storage space. Put in place Personal Emergency Evacuation Plan (PEEP) for any identified pupil(s) as required. Develop a system to ensure all staff are aware of their responsibilities Egress routes visual check	All disabled pupils and staff working alongside are safe in the event of a fire All fire escapes are suitable for all.	SENCO/Headteacher/site manager/ Class Teachers/ Support Staff. Headteacher/Class teachers/Clerk/Staff
Visual Impairment	Improve signage and external access for visually impaired people Ensure all letters and	Yellow strip mark step edges All doors clearly labelled. Re-label	Improved signage	SENDCO/Headteacher/site manager/ Class Teachers/ Support Staff.

Learning	communications are available in large print for VI parents and carers when requested Colour contrasts for door frames. Light switches at appropriate height Specialist equipment provided where necessary. Improve access to IT Ensure new staff/governors understand duties under the Equality Act.	all doors at mid-level in contrasting colours. Use large print / tape messages - use Support Service for Braille materials. Paint door frames. Lighting is accessible to all. Ensure budget contingency is maintained. Purchase of technology to support specific learning difficulties Access training when needed	VI can access school, all parents/carers remain informed and level of provision improved. VI children have improved access. School can buy specialist equipment when needed. Access arrangements in line with legislation All governors/staff aware of their responsibilities.	Governors, Headteacher, SENDCO, Staff Headteacher/Governors / SENCO / IT specialist within school which also includes the school provider - e.g. dyslexia friendly screen, automated writing programme etc.
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To ensure that the physical environment provides opportunities for self - regulation and promote positive mental health for pupils and staff.	Ensure staff access relevant CPD and implement suggestions to create an appropriate learning environment - e.g. neuro diversity, ASD, ADHD etc.	Identification of training relevant and applicable for the individual needs of current pupils and staff. To continued development of an accessible sensory area which includes opportunities for reflection etc.	That appropriate training is reviewed and adapted for pupils to enable them to be able to self -regulate emotions e.g. through growth and fixed mindset training, Zones of regulation, Colour Monster Scheme, the use of sensory toys etc. The continued development of a quiet area both in and out of the classrooms where pupils are not overcome by sensory overload.	Through appropriate training the provision within the classroom is the responsibility of all teaching staff / ISAS Practitioner.
To re-train a	For school SENCO to	To have a trained	To have	Senior Leadership Team /

member of staff regarding the school having an ELSA practitioner in the school.	work in partnership with ISAS Practitioner in the development of a relevant action plan to support the meeting of needs of identified Pupils.	ELSA, Autism Advocate and Mental Health Practitioner on site.	appropriately trained personal available to be accessed by pupils and staff and for this personal to disseminate good practice throughout the school.	Headteacher / Educational Psychology Service / Finance Officer
To achieve the qualification of the NPQ in SEND Provision.	Application for staff member to complete SEND Qualification.	Updating of SENCO qualifications - NPQ in SEND Practice.	The achievement of qualified SENCO Qualification - strategic management within the school and the continued raising of teaching and learning standards for all pupils with physical, educational or emotional needs.	DfE / Senior Leadership Team/ Headteacher Finance Officer
