



“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 2026-2027

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 2010) 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.

Here at Hartington C of E Primary School we are committed to:

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled pupils less favourably
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010

Our setting

- recognises and values the young person's knowledge/parents' knowledge of their child's disability
- recognises the effect their disability has on his/her ability to carry out activities,
- respects the parents' and child's right to confidentiality

The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

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.

What is a reasonable adjustment?

There is no standard definition of what 'reasonable' means. It will depend very much on the context of the individual school setting, its own resources as well as the needs of disabled and non-disabled pupils.

Reasonable adjustments within the disability framework:

The suggestions outlined below under each strand of the planning duty are taken from the Disability Code of Practice for Schools ECNI 2006), and illustrate how reasonable adjustments may require a mixture of practical, cost-neutral changes that can be made from within the school's own resources, as well as more costly building work or specialised equipment or teaching. For example, if there is no lift available due to the structure and design of the school, lessons for a pupil with mobility issues could be taught in ground-floor classrooms alongside their peers.

Increasing access to the curriculum:

The extent to which disabled pupils can participate in the curriculum covers teaching and learning and the wider curriculum of the school. This includes participation in after-school clubs, leisure and cultural activities and school visits etc.

Adjustments that would help children with disabilities have better and more equal access to the curriculum might include (but are not limited to):

- changes to teaching and learning arrangements (includes images of disabled people)
- include a variety of activities such as discussion, oral presentation, writing, drawing, problem-solving, audio-visual materials, practical tasks, ICT, library resources;
- classroom organisation (including planning time with additional adult assistants);
- behaviour management/reward systems;
- timetabling classes/ visual timetables;
- support from other pupils e.g., buddy system, Circle of Friends, peer and learning mentoring, friendship stop/bench, Circle Time;
- school curriculum e.g., swimming instead of cross country running for a wheelchair user;
- writing slopes and pencil grips;
- adjustable desks or chairs;
- keyboard skills instead of handwriting;
- support and training from other services;
- identification of accessible venues and transport for school trips;
- social skills training e.g., anger management, emotional regulation, conversation skills;
- staff training, including advice from specialist services, special schools;
- use of a reader;
- use of a scribe, laptop, or photocopied resources;
- 'Time Out' card;
- extra thinking time/ time in exams/ practical activities/ assignments;
- risk assessments for school trips et cetera;
- accessible transport; and
- maintenance and repair of any equipment.

Assistive technology suited to the pupil's needs can support learning and increase their access to the curriculum. Examples of technology that can assist in making the curriculum more accessible to a disabled pupil may include:

- touch-screen computers;
- switches;
- radio systems;
- pagers;
- joysticks and tracker balls;
- easy-to-use keyboards;
- interactive whiteboards;
- voice recognition software;
- text-to-speech software;
- braille-translation software;
- software that connects words with pictures or symbols; and
- maintenance and repair of equipment;

Improving access to the physical environment:

The making of improvements to the physical environment for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services provided by the school. With regards to the accessibility of the physical environment, it is important that schools consider both the internal and external aspects of their premises including social spaces, access from the boundary, car park, bus drop off and set down areas etc;

One thing that is not covered under the building regulations is access to grass pitches. Consideration needs to be given for example to pupils in wheelchairs who although may not be playing may wish to spectate and support their school team.

Changes to the physical environment that a school could make to increase access might include (but are not limited to):

- lighting and colour-contrasting paint schemes from wall, floor, and ceiling as well as doors from the wall and the architrave to help those with a visually impairment;
- lifts and ramps to help those who have a physical impairment (if a permanent ramp or regraded levels cannot be put in place, is a portable ramp available?);
- the approach to the school as well as entry and exits should be well lit and kept free from snow, ice and fallen leaves as well as hazards such as bollards, litter bins, outward opening windows and doors or overhanging projections;
- pedestrian paths should be DDA compliant;
- dropped kerbs are required to the approach to the main and pupils' entrances;
- steps are clearly indicated by use of sign/colour/contrast/texture lighting;
- handrails;
- slip-resistant floor surfaces;
- carpeting and acoustic tiling for classrooms to support hearing-impaired pupils;
- toilet facilities that can accommodate complex personal care needs e.g., washbasin, bed, hoist, space for adult assistance;
- long handled levers rather than push or screw taps for wash hand basins for those with dexterity issues;
- development of a medical room, quiet/chill-out zone;
- emergency call, evacuation equipment and procedures;
- appropriately surfaced, unobstructed and clearly designated car parking areas and spaces for disabled pupils, staff and visitors situated as close to the main school entrance as possible;
- lighter weight or power-operated doors;
- minimise clutter in corridors and classrooms e.g., by removing decorations hanging from the ceiling or items stuck to windows as these can affect the distribution of natural light;

- specialist and non-specialist furniture e.g., standing desks, a high sided bench/pod in dining rooms to enable pupils with a hearing impairment to have lunch within the main dining hall with the rest of their peers;
- addition of dark film to windows for a pupil with photosensitivity;
- timetabling lessons for a wheelchair user and their class on the ground floor;
- placing resources in reach for those with sensory or mobility issues e.g., coat pegs, door security system, locks, handles, switches, hand dryer, reception desk, canteen, serving counters, public telephone, vending machines, water dispensers;
- induction loop;
- video, tactile map or model of the layout of the school's internal and external environment;
- staff training including advice from specialist services and special schools; and
- maintenance and repair of equipment, fixtures, and fittings.

Improving access to the delivery of information:

The improvement in the delivery of information to disabled pupils within a reasonable time frame, and in ways that are determined after taking account of their disabilities and any preferences expressed by either them or their parents of information which is provided in writing for pupils who are not disabled. Information that is normally provided in writing (such as handouts, timetables, worksheets, newsletters, posters and information about school events, test and examination papers, homework, textbooks, signage around the school, website) to pupils without disabilities can be made more accessible to disabled pupils by providing this (but not limited to) in:

- Braille;
- large print, legible font type, and spacing;
- non-glossy paper;
- audio format - CDs and MP3;

- digital forms including e-books and PDF;
- a signs system;
- a symbols system;
- subtitles on video resources;
- improving the accessibility of language e.g., easy read or simplified text;
- accessible web pages e.g., translation function, screen reader, text size, font and colour, text-only option;
- staff awareness of C2k packages;
- staff training including advice from specialist services and special schools;
- tactile signage; and
- maintenance and repair of ways of providing information.

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/Care-taker
	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. To begin to implement training in SEND and support the current SENCO with their roles and responsibilities within this area.	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 SEND Governor

To support children with learning difficulties to access the curriculum and ensure access to a fully inclusive adapted curriculum.	Access to the ISAS practitioner to support staff in the continued development of CPD regarding 'Adaptive Teaching Methods' and to ensure that the curriculum content is accessible for all pupils. The introduction and use of assisted technology for pupils to ensure optimum substantive learning is taking place.	Identification of relevant pupils in need of strategic use of assisted technology to support progress and attainment within the curriculum and considering individual pupil's needs. Through moderation and teacher observation ensure adapted teaching is consistent throughout the school.	The continued development of quality first teaching throughout the school is achieved. Pupil's individual learning difficulties are recognised and adaptations are consistently made by class teachers to ensure full inclusion is taking place for all pupils.	Senior Leadership Team/ Headteacher Finance Officer SEND Governor, LA Engagement Team, National College access for CPD
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Financial Planning and control: The headteacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.