HULLAND CHURCH OF ENGLAND PRIMARY SCHOOL

ACCESSIBILITY PLAN 2026

Introduction

This plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

The Governing body has three key duties towards disabled pupils:

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- To plan to increase access to education for disabled pupils.

According to the Equality Act 2010 a person has a disability if:

- He or she has a physical or mental impairment
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

We are committed to providing an accessible environment that enables full curriculum access which values and includes pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action with regards to disability and to developing a culture of awareness, tolerance and inclusion within the school.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

Section 1: Starting Points

1.1: The Purpose and direction of the school's plan: vision and values

The school subscribes fully to the concept of inclusion. There is equality of opportunity for all pupils to follow the full national curriculum and to take part in extra-curricular activities and the full life of the school. The individual needs of all pupils at this school will be met effectively so that they benefit as fully as possible from the education they receive and fulfil their individual potential.

We recognise the individual needs of all students and maximise everyone's potential: every teacher shares these responsibilities. As many barriers to learning as possible, for all pupils, are tackled. As appropriate staff undertake specialist training to ensure the needs of all children are met.

Specialist learning resources are procured and structural changes undertaken if necessary. The impact of this work is to provide the correct environment for all our pupils to thrive and progress.

This school, with its supportive, integrated environment and in partnership with parents and governors, aims to maximise the self-esteem of all of its students. This, in turn, helps pupils to realise their potential.

Ethnic minorities are underrepresented in the school so importance is placed on multicultural learning through collective worship, PSHE and fund raising activities.

Our positive behaviour policy, developed with staff and pupils is based upon a system of rewards including dojo points, headteacher awards, kindness book and gold book. The behaviour policy is well understood and boundaries are clear.

As a Church school, Christian values underpin all the work within the school. We also have a values cup which children and staff can nominate children for living through our Christian values.

1.2: Information from pupil data and school audit.

The school has 65 pupils on roll spread over the primary age phase. Currently 2 pupils have an Educational Healthcare Plan (EHCP). Most children are classified as white British with English as their first language.

Attendance is good, in excess of 97%. There are 6 pupil who are eligible for free school meals.

The school is informed of pupils with any difficulties who may be wishing to attend the school by the LA and by feeder schools and Parents. Prior to pupils attending the school

the Head will meet pupils and parents to discuss requirements, difficulties, support, etc. Visits to the school are arranged for all pupils during the summer term as part of our transition arrangements. Information and support is obtained from other agencies where appropriate.

Pupils are all members of a class and follow the full national curriculum. Adaptations to work or lessons or support is made depending on the pupil's difficulties or needs, or their changing difficulties and needs.

Assessments and SATs:

Access to internal and external assessments is available to all pupils. Where pupils meet the criteria for special arrangements, these are applied following the guidance laid out in accordance with STA Assessment and Reporting Arrangements (ARA).

Withdrawal Classes:

Small extra withdrawal classes or 1:1/1:2 tuition take place weekly when appropriate to aid pupils with specific learning difficulties including handwriting difficulties, difficulties with speech and language, social skills, behaviour/emotional difficulties.

Bullying:

Pupils in school enjoy a safe and secure environment. Incidences of bullying are extremely rare and are dealt with quickly and fairly.

Racism:

Any such incidents would be dealt with appropriately and recorded. Again pupils are encouraged to report such incidents and these would be dealt with immediately.

Looked After Children:

There are currently no Looked After Children in school.

Child Protection and Safeguarding:

Child protection arrangements and safeguarding are trained on annually with all staff. Staff record all concerns on 'My Concern' where the DSLs regularly review, monitor and track any problems and escalate where necessary.

Health and Safety:

The school has regular health and safety checks. All staff are aware of the need to report issues of health and safety immediately to the office. As part of the Health and Safety policy staff are regularly involved in a wide range of risk assessments.

The school is equipped with a accessible toilet and ramps are available to enable access to the school field and playground. In class one there is a further accessible toilet with a plinth for changing and physio exercises. There is also a lift for wheelchair user for all pupils to access the hall.

Access is reviewed to accommodate the needs of new pupils.

Teaching and Learning:

As part of whole school professional development, lessons and staff are observed to ensure all pupils have full access to the full curriculum. Where relevant external agencies will observe specific children within certain lessons to provide further guidance and support.

1.3: Views of those consulted during the development of the plan

The school welcomes input from parents. Attendance at parents' evenings is high and it is on these occasions that we receive feedback. We also issue a Parents Questionnaire and scrutinise the returns, implementing ideas wherever possible. Parents are encouraged to contact the school whenever there is a concern or an issue arises.

We receive very few complaints from parents with children in the school. However, when we do receive them, they are dealt with promptly and by the most appropriate member of staff in line with our Complaints Policy.

We work with external agencies such as Educational Psychologist, Speech & Language therapists, ISAT and the Physical Impairment team. Close contact is kept with outside agencies when the need arises.

Pupils' attitudes to learning are excellent. The school is committed to raising standards and providing high quality education for all our pupils.

Section 2: The main priorities in the school's plan

2.1: Maintaining the extent to which disabled pupils can participate in the school curriculum

All pupils initially follow the full curriculum, but adaptations to the timetable, support and subjects taken are constantly reviewed by all staff and changed if the need arises. We are committed to the delivery of the wider curriculum for all pupils.

Learners are encouraged to take part in physical exercise and to eat and drink healthily. Pupils are encouraged to have bottles of drinking water available at all times. School meals are healthy and nutritious and cooked on site.

We provide in excess of the minimum requirements for PE and run a full range of competitive teams and have strong links with local sports clubs and teams. Where pupils express an interest in a given activity we try to provide for it.

Healthy lifestyles are encouraged through PSHE within all relevant curriculum areas. This includes work on drugs, relationships and alcohol; all supported by outside agencies when requested and tailored to individual year groups.

All pupils are encouraged to take part in a variety of extra-curricular activities and sports teams.

2.2: Maintaining the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

The school was built in 1980 and was originally 'open plan' in design. Over time the internal environment has been redeveloped to provide designated teaching spaces. Improvements have always considered accessibility for all as such doors have been widened and classrooms carpeted.

Externally all areas are accessible. A track has been developed, accessed by a ramp to ensure access to the school fields for all.

Internally we have a lift for wheelchair users for them to access the hall for worship and PE. Over the summer of 2026 we have updated the central space within school for the space to be easily accessible to wheelchair users.

Over the coming year we are renovating a current space within school into a sensory room to give al pupils a space to regulate so that they can flourish.

2.3: Ensuring the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled

Information for pupils with difficulties and information access for parents can be delivered in various formats depending on the need of the pupils and parents.

Identifying the appropriate format depends on the pupil's difficulties, their needs, subject level and content. Teachers work as a team often alongside external agencies to help determine the most appropriate format.

Section 3: Management, coordination and implementation

The Governors and Head teacher are aware of and lead the school's accessibility plan.

The plan will be revised on a regular basis, taking into account the difficulties pupils have in the school and reflecting the needs of new pupils. This will be carried out by the Headteacher with input from the Teachers, Governors, pupils and parents.

The evidence used to aid the plan will be looking at:

- SEND type of need for pupils on roll
- Effectiveness of the support for pupils
- Progress Data on pupils with disabilities/on SEN register

- On-going awareness on acoustic and visual aspects of the school
- Type of differentiation for pupils
- EHCP reviews
- External agency reports and input
- Government and LA policies and initiatives.

The Governors and staff of the school are fully aware of and kept updated on SEND legislation within the school. All other School Policies link with and take account of this plan, including the annual School Improvement Plan.

This plan will contribute to the review and revision of related school policies e.g.

- School Improvement Plan
- SEND Policy
- Single Equality Policy
- Curriculum Policy

The plan is available from the School Office on request.