



Accessibility Policy and Plan 2026-2029

Policy Author: Headteacher & Business Manager

Approved by: FGB

Last Approved: February 2026

Written and implemented: (rewrite) February 2026

Review Due Date: Spring 2029 (or earlier if there are significant changes in the needs of pupils, staff or school environment.)

1. Aims

Hatch Warren Junior School is committed to ensuring equal access and opportunity for all pupils, including those with disabilities, in line with the Equality Act 2010. Our accessibility policy and plan aim to:

- Increase the extent to which pupils with disabilities can participate fully in the curriculum.
- Improve the physical environment of the school to enable better access to education, benefits, facilities, and services.
- Enhance the availability and accessibility of information for pupils with disabilities and their families.

Our school treats all pupils fairly and with respect, providing access and opportunities without discrimination. This policy supports our vision to inspire, believe, persevere and achieve for all pupils, including those on the SEND register and those with EHCPs.

2. Legislation and Guidance

This policy meets the requirements of:

- The Equality Act 2010 (Schedule 10)
- The Special Educational Needs and Disability (SEND) Code of Practice
- Department for Education guidance on the Equality Act 2010

The Equality Act defines disability as a physical or mental impairment with a substantial and long-term adverse effect on normal day-to-day activities. The school makes reasonable adjustments to alleviate any disadvantage faced by disabled pupils.

3. Principles and Values

- Pupils enjoy a happy, safe and inclusive environment.
- The school respects and celebrates diversity, promoting empathy and understanding.
- We provide a broad and balanced curriculum accessible to all.
- All staff foster independence, resilience and high aspirations.
- We develop pupils' physical and mental well-being.
- As a school, we engage parents and the community in supporting inclusive education.

4. Accessibility Plan

4.1 Increase Access to the Curriculum

Current Good Practice:

- Differentiated curriculum tailored to individual needs.
- Use of technology tools (e.g., Clicker software, laptops, Widget).
- Specialist support from hearing impairment, speech and language and occupational therapy teams.
- Curriculum resources include representation of people with disabilities.
- Tracking and setting appropriate targets for pupils with additional needs.

Objective:

- To ensure all pupils, including those with additional needs, can access and make progress in the curriculum through effective differentiation, appropriate use of technology, specialist support, inclusive resources and robust systems for tracking and target-setting.

4.2 Improve and Maintain Access to the Physical Environment

Current Good Practice:

- Single-storey building with level access throughout.
- Two disabled toilets and changing facilities.
- Disabled parking bays.
- Accessibility during clubs, swimming, trips and residential.

Objective:

- To ensure the school environment and activities are fully accessible to all pupils, staff and visitors through step-free access, appropriate facilities and inclusive arrangements for learning and enrichment opportunities.

4.3 Improve the Delivery of Information to Pupils with Disabilities

Current Good Practice:

- Use of communication aids and technology.
- Individual Health Care Plans regularly updated and shared.
- Reception area accessible with level access.
- Translations for key documents for EAL families.

Objective:

- To remove barriers to communication and engagement by providing accessible environments, personalised health arrangements and inclusive information for all members of the school community.

5. Monitoring and Review

This policy and plan will be reviewed every three years or sooner if required. The review will be led by the Headteacher and approved by the governing board.

6. Links with Other Policies

This Accessibility Policy and Plan should be read in conjunction with:

- SEND Policy
- Equality Policy
- Health and Safety Policy
- Supporting Pupils with Medical Conditions Policy

This combined Accessibility Policy and Plan reflects Hatch Warren Junior School's commitment to creating an inclusive environment where all pupils can thrive and achieve.

7. Equality Information and Objectives Statement

Hatch Warren Junior School is committed to promoting equality, diversity and inclusion and eliminating discrimination, harassment and victimisation.

We aim to:

- Remove barriers to learning and participation.
- Ensure that all pupils, staff, parents and visitors are treated fairly and with respect.
- Foster good relationships between different groups within the school community.

We have due regard to the need to:

- Eliminate unlawful discrimination.
- Advance equality of opportunity.
- Foster good relations between people who share a protected characteristic and those who do not.

The protected characteristics under the Equality Act 2010 are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

We regularly review data and information relating to:

- Attainment and progress of different groups of pupils
- Attendance and exclusions
- Behaviour and wellbeing
- Access to the curriculum and wider school life
- Complaints and incidents of prejudice or bullying

This information is used to inform school improvement planning and equality objectives.

Accessibility Plan

Objective	Actions to be taken	Success Criteria	Person Responsible	Timeframe
Install a hearing loop in the reception area	- Assess technical requirements and costs for a hearing loop system	- Hearing loop installed and fully operational in reception area	SBM	By September 2026
	- Source appropriate supplier and arrange installation	- Positive feedback from hearing-impaired pupils, parents, and visitors on improved communication		
	- Train reception and office staff on use and maintenance	- Staff demonstrate confidence in using the hearing loop		
Provide availability of large print and braille materials and signpost on website	- Identify suppliers for large print and braille versions of key documents	- Large print and braille materials available on request	SBM	By December 2026
	- Update school website to include clear signposting and instructions on how to request accessible formats	- Website accessibility section updated and monitored for ease of use		
	- Inform parents and pupils about availability via newsletters and school communications	- Increased requests and positive feedback on accessible materials		
Ensure accessibility of newsletters for parents	- Review current newsletter format to improve readability (font size, colour contrast)	- Newsletters meet accessibility standards (e.g., font size 14+, clear contrast)	SBM	Ongoing from April 2026

	- Provide newsletters in alternative formats on request (e.g., audio, large print)	- Parents with disabilities report ease of access to school communications		
Translate parent letters and newsletters on website	- Identify key languages spoken in the community (EAL pupils 21%)	- Translations of key communications available in top community languages	SBM	By July 2026
	- Use translation services and update website with translated documents	- Positive feedback from EAL parents on understanding school communications		
Organise visitors to hold assemblies about disabilities	- Identify and invite external speakers and organisations related to disabilities	- At least two assemblies per academic year delivered by visitors	DHT	From September 2026, ongoing
	- Plan assemblies to raise awareness and promote understanding among all pupils	- Pupils demonstrate increased understanding and respect for disabilities in follow-up activities and surveys		
Increase representation of disabilities in library books	- Audit current library stock for books featuring characters with disabilities	- Purchase and catalogue a diverse range of books featuring disabilities	Librarian	By November 2026
	- Promote these books through reading challenges and displays	- Increased pupil borrowing and engagement with books on disabilities		
Improve availability of accessible play equipment	- Review current outdoor play equipment for accessibility	- Purchase and installation of at least one piece of accessible play equipment	SBM	By March 2027
	- Consult with pupils with disabilities and occupational therapists to select appropriate equipment	- Feedback from pupils and parents on improved play opportunities		