





To inspire, enrich and nurture so each individual reaches their full potential

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The HCFS is a company limited by Guarantee Registration number 07648654

Accessibility Plan

September 2025

To be reviewed annually in the Autumn Term

Next Review: September 2026

History of Document

Issue No.	Date Issued	Prepared By	Approved By	Comments
Issue 1	October 2023	Ashley Holmes	Victoria Hobson	New plan created after feedback from SEND review completed by SEND Advisor from HfL
Issue 2	September 2024	Ashley Holmes	Victoria Hobson	Lead teachers added to action plan point 1 regarding adapted support. Adapted Curriculum information taken out.
Issue 3	September 2025	Ashley Holmes	Victoria Hobson	All action plans updated

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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 disabled pupils can participate in the curriculum;
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- Improve the availability of accessible information to disabled pupils.

Our school aim is to treat all pupils fairly and with mutual respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Hatfield Community Free School (HCFS) is proud to be an inclusive school. We believe in equity and thrive to ensure the best outcomes for each child in school. We provide a broad and balanced curriculum for all our children. We do our best to ensure that any barriers to learning are identified at the earliest stage and believe that early intervention is crucial in enabling children to succeed and fulfil their potential. If a child has an identified Special Educational Need or Disability and/or barriers to learning, we aim to create an environment to meet that need in order for them to thrive.

HCFS is 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. It is a requirement that the school's accessibility plan is resources, implemented, reviewed and revised as necessary. Attached is the action plan that addresses the priorities identified. The plan will be made available online on the school website, and paper copies are available upon request.

HCFS' complaint procedures cover the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising 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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action Plan

The action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

1. Increase access to the curriculum for pupils with a disability						
Targets	Current Good Practice <i>Include established practise, and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person Responsible	Timescale	Outcomes
Increase staff knowledge and understanding	Curriculum adapted; resources tailored; tracking and targets in place	Short Term: Increase staff knowledge	INSET and CPD; audit staff training needs; external training	Principal, SENCO	Annually	Increased staff confidence
Ensure accessibility across curriculum	Disability and equality embedded in PSHE/PE; clubs analysed	Medium Term: Equal access across curriculum	Review curriculum areas; monitor participation in clubs; provide specific resources	Subject Leaders, SENCO, Class Teachers	Termly	Equality of accessibility planned for
Raise staff confidence in scaffolding	Scaffolding approaches developing	Long Term: "No Outsiders" approach	Learning walks, CPD, SENCO cluster/forum	SLT, SENCO	Termly	Increased participation and aspirations
Ensure pupil voice informs curriculum adjustments	Informal discussions currently happen	Short Term: Formalise pupil voice	Conduct SEND pupil surveys	SENCO	Annually	Pupil feedback informs adjustments
Improve access to extra-curricular activities and trips	Clubs monitored; some adjustments made	Medium Term: Accessibility embedded in enrichment	Risk assess and adapt trips; ensure SEND pupils supported in clubs	SLT, SENCO, EVC	Ongoing	Increased participation in enrichment
Use of assistive technology	Some resources available	Long Term: Expand use of technology	Audit needs; purchase adaptive software/devices; provide training	SENCO, IT Custodian	Annually	Pupils with SEND access curriculum via technology

2. Improve and maintain access to the physical environment						
Targets	Current Good Practice <i>Include established practise, and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person Responsible	Timescale	Outcomes
Staff awareness of access needs	Risk assessments, PEEPs, EHCPs	Short Term: Awareness raised	Write risk assessments/PEEPs; staff briefings	SENCO, SLT, Site Manager	Annually	Individual needs safeguarded
Accessibility of common facilities	Corridors clear; classroom layout adapted	Medium Term: Facilities fully accessible	Monitor corridors; adjust classroom layouts; shelves accessible	All Staff	Daily	Safe environment for all
Accessibility in outdoor spaces and play areas	Ramps and wide paths available	Medium Term: Outdoor spaces inclusive	Review playground equipment; ensure sports fields accessible	Site Manager, PE Custodian	Annually	Inclusive play opportunities
Future proofing building projects	Adaptations made as required	Long Term: Accessibility in design	Accessibility considered in refurbishments/builds (lighting, acoustics, signage)	Principal, Trustees	Ongoing	Inclusive environment sustained
Evacuation drills tested	PEEPs written	Short Term: Test plans	Run practice evacuations including pupils with PEEPs; review effectiveness	SLT, Site Manager	Termly	Safe and effective evacuations

3. Improve the delivery of information to pupils with a disability						
Targets	Current Good Practice <i>Include established practise, and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person Responsible	Timescale	Outcomes
Ensure staff are aware of accessible formats	Internal signage, large print, Makaton	Short Term: Staff trained	Distribute Hertfordshire guidance on accessibility	SENCO	Annually	Staff confident using formats
Website accessibility	Website compliance monitored	Medium Term: Improve accessibility	Review website for WCAG 2.1 compliance; ensure statutory documents are uploaded	SENCO, IT Custodian	Annually	Increased accessibility online
Clear communication with parents	Policies available; office support provided	Long Term: Remove barriers for parents	Offer accessible formats (audio, Braille, translated documents); MIS support provided	SENCO, SLT, Office Team	Ongoing	Parents/carers access information fully
Accessible meetings and events	Adjustments made on request	Short Term: Make standard practice	Provide interpreters, captioning, large print for parent events	Office Team, SENCO	Ongoing	Parents fully included
Multiple communication formats	Letters in large print; visuals for pupils	Medium Term: Broader provision	Develop audio versions; pictorial/visual timetables; translations for EAL SEND families	SENCO, Class Teachers	Termly	Families access information in suitable formats

4. Monitoring

This document will be reviewed and updated annually by the SENCO but may be reviewed and updated more frequently if necessary. It will be approved by the Principal.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and Safety Policy;
- SEN Information Report;
- Mental Health and Wellbeing Policy;
- Supporting Pupils with Medical Conditions Policy;
- Managing Medicines Policy.