





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 2024

To be reviewed annually in the Autumn Term

Next Review: September 2025

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.

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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.

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
1. Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> Our curriculum is adapted to meet the needs of all pupils. Children are supported in class by two lead teachers. We use resources tailored to the needs of pupils who require support to access the curriculum; Curriculum resources include examples of people with disabilities; Curriculum progress is tracked for all pupils, including those with a disability; Targets are set effectively and are appropriate for pupils with additional needs; The curriculum is reviewed to ensure it meets the needs of all pupils. 	<u>Short Term</u> Increase staff knowledge and understanding of supporting children with additional needs.	<ul style="list-style-type: none"> Assign designated time via channels such as INSET days and weekly staff CPD meetings; Undertake audit of staff training needs; Arrange training for staff using external agency resources/training offers and materials. 	Principal and SENCO	Annually	Increased staff confidence in meeting the needs of all learners.
		<u>Medium Term</u> Review specific areas of the curriculum to ensure equal accessibility for disabled pupils.	<ul style="list-style-type: none"> Ensure disability and equality is explicitly embedded within the PSHE curriculum; Ensure children with a disability are able to access all areas of the PE curriculum alongside their peers; Termly club analysis to review participation of all learners; Provide specific resources where necessary to support children with a disability in accessing an area of the curriculum. 	PSHE and PE Subject Custodians Class Teachers SENCO	Termly and Daily	Equality of accessibility reviewed and planned for in all curriculum areas.
		<u>Long Term</u> Increase staff confidence (class teachers and support staff) in scaffolding the curriculum for all learners to ensure there are 'No Outsiders'.	<ul style="list-style-type: none"> Explore use of current scaffolds: strengths and areas for development and developing current practice; Termly learning walks undertaken by SLT; CPD opportunities provided for all staff when required to support scaffolding; Attend SENCO cluster meetings; Attend SENCO forum meetings. 	SLT and SENCO	Termly	Raised confidence for staff in strategies for scaffolding higher aspirations for children and increased pupil participation.

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
2. Improve and maintain access to the physical environment	<ul style="list-style-type: none"> • The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> ○ Ramps ○ Corridor width ○ Door width • Disabled parking bays; • Disabled toilets and changing facilities; • Library shelves at wheel-chair accessible height. 	<p>Short Term All staff are aware of the access needs of children and staff with a disability.</p>	<ul style="list-style-type: none"> • Risk assessments to be written for individual staff members and children where required; • PEEPs written for individual children; • Staff to be aware of EHCP's relating to children with a physical disability. 	SLT and SENCO Site Manager Teaching Team	Annually	All children are safeguarded during an emergency situation. Specific needs for individual learners are met.
		<p>Medium Term Ensure all common school facilities are accessible to children and staff.</p>	<ul style="list-style-type: none"> • Ensure all corridors are kept clear of equipment that could be stored elsewhere; • Classroom organisation considered by class teachers and changed accordingly; • Ensure facilities are at children's eye level, where possible, and can be accessed by children (EYFS classrooms/books upon book shelves supporting reading in KS1/KS2). 	All staff (whole school approach)	Daily	School environment is safe and accessible for all children and staff.

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
3. Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> • Internal signage; • Large print resources; • Pictorial or symbolic representations; • Visual cue cards; • Makaton. 	Short Term Ensure all staff are aware of guidance on accessible formats.	<ul style="list-style-type: none"> • Distribute Hertfordshire guidance on 'Good Practice in Accessible Formats and Editorial Guideline' to staff. 	SENCO	Annually	Staff to be knowledgeable on how to pro
		Medium Term Ensure school website is equipped with information relating to ensuring the safety of staff, pupils and visitors in school.	<ul style="list-style-type: none"> • Review website to ensure that statutory documentation complies with HCC documents – keeping things accessible. 	SENCO	Annually	Increased safety of children, staff and visitors.
		Long Term Ensure clear channels of communication and recording with parents/carers relating to a child/parent disability.	<ul style="list-style-type: none"> • Provide support on an individual basis for parents and carers to ensure there are no barriers to access the schools' MIS system and school policies such as SEND Information Report and Health and Safety Policy. 	SENCO SLT School Office Team	Annually	Improved access to information for parents and carers with a disability.

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.