

HOPTON CE PRIMARY ACADEMY PLAN 2026-27

Schools' duties around accessibility for disabled pupils Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the **Equality Act 2010** Part 5A of the Disability Discrimination Act 1995 (DDA) requires the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish an Accessibility Plan to show how they will meet these duties.

The Equality Act 2010 defines a disability as 'a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.' Under this definition, learning difficulties such as developmental delay, dyslexia, autism, hearing or visual difficulties are classified as disabilities.

This **Accessibility Plan** forms part of the **Disability Equality Scheme** and sets out how the governing body will improve equality of opportunity for disabled people. The Governing Body has had three key duties towards disabled pupils under part 4 of the DDA.

- Not to treat disabled pupils less favourably for reasons related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- To plan to increase access to education for disabled pupils.

It is a requirement that the school's **Accessibility Plan** is resourced, implemented and reviewed and revised as necessary.

In drawing up the **Accessibility Plan** the school has set the following priorities:

- To provide safe access around and throughout the school for all school users, irrespective of their disability.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.
- To support all parents and carers in our school community

It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

Target	Tasks	Timescale	Resources	Responsibility	Outcome/Review Evaluation
Access to Premises/Physical Environment					
To ensure a wheelchair could get through the front door unaided.	LR/JW to gain evidence to submit a CIF bid in order to build a wall by the foyer which will improve security for those within the door. Intercom is currently available and staff could let them in.	By July 27	CIF bid for funding	LR/JW	
To ensure the hall is accessible for all	A wheelchair would not be able to get down the steps, but we would explore a ramp option should we encounter this. Children could sit at the top of the steps for worship should there be someone who cannot get down the steps.	N/A	N/A	JW/SA/LR	
Access to Curriculum (Learning and Social)					
To ensure Pupils with Physical disabilities have access to an inclusive P.E Curriculum	Work with all staff, including new colleagues to continue to implement ideas from Complete P.E of inclusive practice and wheelchair P.E activities if needed.	April 2027	RW to share 'ADAPTIVE' teaching cards from Complete P.E	RW (PE)	Fully inclusive and accessible P.E opportunities for all pupils.
Technology to support children	Justine to audit technology usage and speak to staff in meetings about how technology can be used to support SEND learners	April 2027		JB	Children are able to participate fully in school life.
Access to Training/ Information					
Annual audit of whole staff expertise and training needs	Ask staff to complete audit every year and analyse outcomes	Every autumn term	Staff CPD	JB	School is aware of staff expertise and needs and training planned over the coming year.

Training in place in response to identified needs.	Liaise with other heads in the trust and Director of SEND and Inclusion	By April 2027	SEND time	JB (SENCO)	Increased understanding of SEND/ adaptive learning needed
Use of Lexplore to support children	Renew the membership for Lexplore to screen children and identify barriers to learning.	July 2027 to see impact	Cost of programme	JB (SENCO)	All children will be supported through screening programmes and support identified and put in place.
Use of Wellcomm language tool programmes for assessment, resources and interventions to support SLC Needs.	Ensure assessments are complete and interventions are in place. Assessments to see progress.	July 2027 to see impact	Cost of programme	JB (SENCO), TS (EYFS lead)	All children will be supported through screening programme and support identified and put in place.
Support from the Director of SEND and Inclusion to write the Inclusion Strategy	Inclusion strategy to be written	December 2026	Inclusion fund	JB (SENDCO)	There will be an inclusion strategy in place for the school.