HURWORTH PRIMARY SCHOOL

Accessibility Policy

Policy Version Control	
Policy type	School
Policy prepared by (name and designation)	Shaunagh Maguire SENCO
Last review date	September 2025
Description of changes	Amendments to How we support children with SEND'S education
LGB approval	Autumn 2025
Date released	Autumn 2025
Next review date	September 2026

Introduction

This policy is drawn up in accordance with Schedule 10 of the Equality Act 2010 and schedule 10 – accessibility for disabled pupils.

At Hurworth Primary School, we are committed to improving access for all people to the building and for all children to access the curriculum. The Accessibility Policy has been completed to ensure every opportunity to improve access has been identified and acted upon accordingly. This will be reviewed annually.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA) and subsequently by the Equality Act 2010 as:

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities".

The definition of disability under the law is a wide one. The definition includes people with a hearing or visual impairment, cerebral palsy, muscular dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as cystic fibrosis, severe asthma, diabetes, cancer, multiple sclerosis, epilepsy, sickle cell anaemia and HIV are deemed disabilities. Facial disfigurement, severe dyslexia, gross obesity and diagnosed eating disorders are all included.

Key Objective

At Hurworth Primary School, we endeavour to make reasonable adjustments to reduce and eliminate barriers that impair access to the curriculum, thus enabling everyone to participate in the life of the school community, including children, staff and visitors with a disability.

Our Aims

The school will ensure that the accessibility of provision for all children, staff and visitors to the school is paramount. The main priorities in the school's plan will be in the following areas:

- Increasing the extent to which pupils with SEND can access the school curriculum
- Improving the delivery of information to disabled pupils, staff, parents/carers and visitors in an appropriate format

Pupils with disabilities are fully included in all aspects of school life. They participate fully in the curriculum, and are fully involved in school visits, extra-curricular and sporting/musical events. They access all areas of the school building and it fully complies with all Disability Discrimination Act Regulations. As such, we are proud to have a building which includes:

- A dedicated hygiene room – with shower, hoist and adjustable height hygiene bed
- Ramped access to all parts of building, there are no upstairs levels. All school areas are accessible to wheelchair users
- Wide doors – externally and internally, so that children and adults using wheelchairs do not require special routes around the school and so that children can access every room in the building that they need to
- A medical room, where children and adults can administer medicines privately and comfortably
- 3 accessible toilet areas
- A dropped height reception desk – so that disabled visitors feel appropriately welcomed from their initial moments of being in the school
- Dedicated disabled car parking spaces

Children with SEND are able to, and are encouraged to attend a range of after school clubs and represent the school in sporting teams and events, musical performances, the junior leadership team and the school council equally as much as children without SEND.

We support children with the following needs:

SEND	How we support children with SEND'S education
Visual impairments	• Enlarged texts/worksheets • Writing slopes • Adjustable interactive whiteboards • Laptops/iPads to access texts • Access to RNIB Bookshare • External support and advice from the Low Incidence Needs Service (LINS), who are attached to our school building • Specialised stationery, such as coloured glue, darker pencils and magnifying rulers • Visualisers
Specific/moderate learning difficulties	• Evidence based interventions such as Plus 1, Power of 2 and precision teach • TA support for small group or 1:1 • Little Wandle reading and phonics keep up or catch up sessions (all year groups) and Little Wandle SEND programme • Multisensory learning e.g. Numicon, Base 10, rekenrek and other concrete resources • Access to laptops and iPads for typing up extended pieces of work • Coloured overlay assessment kit with varying sized overlays, coloured whiteboards and interactive whiteboard screens to support dyslexic tendencies • Year 6 booster groups • Key stage 2 keep up sessions for phonics and reading • Pre-teaching when needed • Same Day Intervention (SDI) to address any misconceptions/gaps in knowledge • Visual aids to support learning across the curriculum • Sensory based equipment • Language-rich working walls • Specialised stationery
Communication & interaction needs/Autism Spectrum Disorders	• Support from an ASD base within the school trust • Outdoor sensory circuit • Social stories (using Widgit symbols)

	• Visual timetables (using Widgit symbols) • Visual behaviour supporting tools (using Widgit symbols) • Staff trained in supporting children with ASD in the classroom • Sensory fidget toys • Quiet rooms • Work stations • Ear defenders • Support from an ASD base within the trust • Pupil passports • Weighted blankets • Wobble cushions • Now & next boards (using Widgit symbols) • Timers (varying styles) • Movement breaks
Speech & language communication needs	• Speech & Language link assessment tool • Support from a language base within the school trust • Speech recommendations from a speech therapist on a 1-1 carried out as according to need • Talking tins – a device which allows children to record messages/sentences and play them back • Widgits to communicate visually • Language-rich working walls
Physical needs	• Hygiene room with shower, hoist and adjustable height hygiene bed • Disabled toilets • One story building with ramps at all access points • Wide internal and external doors • Wobble cushions – improves posture and/or allows movement whilst sitting at the desk or on the carpet • Writing slopes – improves posture when working at a desk • A range of theraputties to strengthen hand muscles and acts a "fidget device" to improve focus • Gross motor interventions focusing on core stability, posture and coordination • Sensory circuit • Fine motor interventions • Specialised stationery • Daily exercises in class to improve coordination
Social, emotional and mental health needs	• Quiet spaces • Weekly sessions with our school counsellor • Weekly sessions with volunteers from Listening Post • Weekly sessions with Darlington Mental Health Support Team • All teaching assistants are trained in 'active listening' • All teaching assistants and most other members of staff are trained in 'Team Teach' • Most members of staff are trained in Theraplay • Weekly pastoral discussions in staff meetings • Half termly pastoral trust meetings • Worry boxes in every classroom • Weekly discussions in PSHE that encourage children to open up about their feelings and emotions

	• Social stories (using Widgits) • Behaviour plans
All learning areas (for each individual) are assessed and modified to ensure that all barriers to learning are removed.	

Information from pupil data

In order to prepare for children's needs, we use a variety of sources to gather information about pupils, prior to their starting our school, whether they start in Reception or join us later in their school life. We meet with the child and their parents/carers as well as liaising with other schools/settings, and with other professionals.

Views of those consulted during the development of the plan

- We will consult annually with pupils, parents/carers and staff on whole school issues. This will form part of the staff, pupil and parent/carer SEND questionnaires.

- We meet parents/carers with children who have SEND formally regularly to discuss the progress of children academically, emotionally and socially. This is part of their learning plan review. Each child with SEND also has a pupil passport which is updated as and when needed.

- Annually, we meet parents/carers of children with Care Plans to review the Care Plan and the associated support. We review and refine our practice accordingly.

- We will consult with experts within the school, trust and local authority when new situations regarding pupils with disabilities are experienced.

Strand 1: All children with SEND can access the school curriculum				
Action	**Team(s)/ Individual Responsible**	**Timescale**	**Monitoring**	**Outcomes**
Make reasonable adjustments to ensure maximum participation in the curriculum for all children with SEND. Review individual disabilities/needs within classes and adjust aspects of the curriculum to ensure children with SEND are able to participate.	All teaching staff	July each year, in preparation for new classes	SLT & SENCO through review of provision.	Children with SEND are able to participate fully in all aspects of the curriculum.
Ensure appropriate specialist equipment is available to support children with SEND. Review reports or annual reviews for those with EHCPs from professionals to check what is needed.	SENCO	As and when needed	SLT & LGB	Children with SEND are well supported and make expected progress in their learning.
When planning (whether it be long/medium or short term), ensure that consideration is given to children with SEND and that their individual needs are catered for.	Class teachers & Subject Leads	Termly - when medium term planning is adapted	Planning and work scrutiny, lesson observations, pupil interviews, by SLT, SENCO and subject leaders	Children with SEND learn effectively and make good progress in all curriculum areas.
When reviewing curriculum resources, consider the needs of children with SEND to ensure accessibility to the curriculum.	Subject leaders	Annually	SLT and SENCO	Class teacher have appropriate resources to meet the learning needs of children with SEND and, as a result, they make good progress.
Ensure the curriculum raises awareness to those with SEND through teaching resources, texts, assemblies and special event days e.g. World Autism Week, are celebrated. Resources highlight people with a range of disabilities and from all walks of life.	All teaching staff	When appropriate	SLT and SENCO	Children with SEND feel that their identities are celebrated. All children have an awareness of the diversity of the pupil in school. Children see others with disabilities or special educational needs as positive role models.
When planning educational visits and experiences, ensure that the needs of children with disabilities are considered.	Class teachers	When appropriate	SLT and SENCO	Children with SEND access a range of educational visits and experiences.
Ensure that staff are appropriately trained in meeting the needs of children with SEND.	SENCO	When appropriate	SLT & LGT	Staff are confident in supporting children with SEND. The learning, social, emotional, physical and medical needs of children with SEND are met.
Strand 2: Physical environment				
Review the physical environment of each classroom to ensure the needs of specific children with disabilities are met. Review EHCP plans and reports from professionals to check what is needed.	Class teachers	July each year, in preparation for new classes	SENCO & SLT	Provision is made to ensure that children with disabilities are able to access all aspects of learning and recreation, and participate fully in school life.

Ensure appropriate specialist furniture is available to support children with disabilities. Review EHCP plans and reports from professionals to check what is needed.	Class teachers & SENCO	As and when needed	SLT & LGB	Children with disabilities are well supported and make good progress.
Strand 3: Access to information				
Children with SEND have access to appropriate texts and resources	SENCO & English Lead	Ongoing	SLT & LGB	Children with SEND make good progress in reading. Children with SEND are encouraged to read for pleasure.

- The plan in paper form will be made available on request and will be accessible via the school website.
- Evaluation of the progress of the plan will be made by the governing body through an annual report by the relevant sub-committee.
- We will endeavour to make every reasonable adjustment to ensure everyone can access all that Hurworth Primary School has to offer.

Monitoring and review

This policy is reviewed annually by the Governing Body and the Head Teacher.

Any changes made to this policy will be communicated to all relevant stakeholders.

All members of staff directly involved with assessment are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction.

The next scheduled review date for this policy is Autumn 2026.

Signed:

Head Teacher: *A Maddison*

Chair of Governors: *M Dutton*