



# HAMBLEDON PRIMARY SCHOOL

## ACCESSIBILITY POLICY

Full Governing Body approval gained in September 2025

Next review September 2027

Policy produced by Adrienne Corr

Headteacher's signature:

Chair of Governors signature:

### Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

Hambledon Primary School will seek to improve over time the accessibility of its provision to all pupils, staff, and visitors. This will include access to the curriculum, physical access, and delivery of information. Underpinning this, the school is committed to the development of a culture of inclusion, awareness and tolerance.

### Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

"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."

### Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

### Principles

- Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's Special Educational Needs (SEN) policy;
- The school recognises its duty under the DDA (as amended by the SENDA):
  - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
  - not to treat disabled pupils less favourably
  - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
  - to publish an Accessibility Plan.
- In performing their duties, governors and staff will have regard to the Disability Rights Commission (DRC) Code of Practice for Schools (2002);

- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality;
- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum:
  - setting suitable learning challenges
  - responding to pupils' diverse learning needs
  - overcoming potential barriers to learning and assessment for individuals and groups of pupils.

## **Activity**

The following areas will form the basis of the Accessibility Action Plan:

### **a) Education & related activities**

The school will continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

### **b) Physical environment**

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

### **c) Provision of information**

The school will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

## **Formation of Action Plans**

Action Plans will be drawn up and revised at least every two years, making use of self-audit material as provided by HCC or similar advice as appropriate, undertaken by a small team of Governors and Staff. It should be noted that for practical reasons not all action items identified may be achievable in any particular timescale, but nevertheless such items will not be excluded from the plan in order that they be clearly identified.

There are related Policies that will be reviewed at the same time as the Action Plan. These are (but not necessarily limited to):

Admissions Policy  
 SEN Policy  
 School Trips  
 Equal Opportunities (including recruitment) policies  
 Curriculum policies

The Action Plan will be monitored by the Resources committee of the Governing Body.