



Accessibility Plan 2025-2027

Hayward's Primary School



Approved by:

Hayward's Governing Body

Date:

School based policy produced by Andy
Smith and Clare Bedford

Last reviewed on:

October 2025

Next review due by:

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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 aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

‘Hayward’s Primary School aims to encourage all children to have an equal opportunity to contribute fully to the life and work of the school. We value the importance of the relationship we have with families and work closely together to ensure that our provision is as appropriate as possible for the child. Our aim is that learning should take place in a climate of warmth and support, in which each individual can develop and grow in self-confidence and self-esteem. We also aim to challenge individuals in order for them to achieve their potential. We believe that with the right teaching strategies and support the majority of children with Special Educational Needs and Disabilities (SEND) can be successfully included in mainstream education. The teaching and learning achievements, attitudes and well-being of every pupil matter and should be valued in relation to their own potential, not the achievement of others.’ Hayward’s SEND Policy

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also 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.

Our school’s complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including the Special educational Needs Co-coordinator, any feedback that we have received in our work with pupils and parents that needs addressing, staff and governors

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 he or she has a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on his or her 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

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria	Review
Increase access to the curriculum for pupils with a disability	Care is taken to ensure that children are receiving the most relevant intervention for their key next step. Children receive a range of interventions appropriate for their needs, drawn from agency reports/EHCP. Documentation clearly shows interventions available at Hayward's, the criteria for accessing the intervention and how the intervention will be measured. Rather than having too many occurring at the same time, interventions are now more targeted and there are clear expectations about entrance and exit points. Tracking is also much improved, as is the expectation that interventions are time-limited and focused. Parents are kept informed of the interventions that their children are receiving. Some key practitioners have received targeted support in the PANDA approach but this is not yet universally implemented by all staff.	Tracking of Interventions are further refined and there are clear entrance and exit points for all SEMH interventions.	KS and AS to design tracking programmes for all Interventions through insight. CB and AS to measure impact of interventions – ensuring a fluid approach to those children who receive the intervention.	AS, KS and CB	Ongoing		
		To identify an effective way of tracking the small steps of progress that can be made between different assessment stages (such as 'Below ARE' and 'At ARE') – SEND Audit 2025	CB to investigate Cherry Trees School 'Curriculum Overview Documents' and its effectiveness for monitoring the small steps of progress made by those children not working at ARE.	CB	Summer 2026		
		For all staff to be aware (and consistently apply) good quality adaptive within their lessons, across all subjects in the curriculum, ensuring that all learners have appropriate learning tasks. To further support staff in understanding and being able to implement the new Ordinarily Available Inclusive Provision (OAIP) introduced by Devon County Council (DCC)	All staff to receive training on good quality differentiation – inc. activities which enable to make effective progress from their starting point. The OAIP framework is evident throughout the plan-do-review cycle. Clare continues to work with the audit Framework tool that links to OAIP in order to evidence work across the different sections of the framework. Video examples to be captured to share good practice that exists across the school/regularly slots within staff meetings allocated to share practical examples of good practice. Staff will look at examples in books where this is being carried out effectively.	AS and CB	Ongoing		
		Develop ongoing CPD programme designed for the needs of individual cohorts of pupils – SEND audit 2025 Staff to effective support	All staff to receive training on supporting pupils with particular SEND needs. Staff update used as a tool to provide staff with short 1 minute guides linked to supporting and better understanding the disability.	AS and CB	Summer 2027		

		pupils with autism and, in particular, Pathological Demand Disorder					
		PE lead to work with pupils with SEND needs to ensure that the curriculum is fully accessible and to consider further changes that could be made to make it even more so. Within this, consideration will also be given to the range of clubs and opportunities.	PE lead to use some of her subject leadership time to meet with and conference pupils.	EM	Summer 2026		
Improve and maintain access to the physical environment	The school have been working with OPAL programme for the last year. School have appropriate staffing levels in place to scan play areas and provide appropriate support when the children are risk assessing activities to engage with. Parent and Pupil feedback has been very positive.	To work with grant funding organisations (and the PTA and Hayward's Trust) to consider how we can: Support all pupils to be able to actively engage with the OPAL provision and to tailor elements of provision to ensure that Install an all-weather path around the school to ensure that all pupils can access the opportunities available through an OPAL playtime.	School to work with OPAL to identify how to we can adapt activities to the needs of all pupils. School to investigate resources available to support pupils within their PE lessons and out on the playground. School to investigate funding streams that would be available to improve activities available for children.	AS, KB and EM	Summer 2026		
Improve the delivery of information to pupils who require additional support	Staff are aware of the importance of modifying texts when required – this could be to enlarge when relevant. Staff understand the needs of individual pupils and consider how best to amend the curriculum in order to meet need.	To continue to up-date and improve the school website to ensure information is fully accessible.	Website redesigned/developed and improved over time Checklist completed for all relevant information that needs to be on the website Ensure parents are fully aware of the information available on the website	AS and CB	Ongoing		
		To ensure that classrooms are dyslexia friendly and that there is a consistent approach across the school to adapting materials to meet the needs of pupils.	Staff to receive dyslexia training. Staff member appointed to undertake more specific training about how to support learners in the classroom. Ongoing provision of a dyslexia skilled teacher to assess particular needs.	AS, CB and JT	Summer 2026		
		To support subject leaders to have a 'SEND first' mindset – ensure responsibility for monitoring provision for pupils with SEND sits with all leaders, not just the Inclusion Lead – SEND Audit 2025	Inclusion Lead to support staff in understanding their roles through an initial support leader audit. Action Plans will be written to ensure that SEND is considered within practice and provision.	CB and subject leaders	Summer 2026		

		To improve the way that we capture pupil and parent voice as part of the My Plan process – SEND Audit 2025	Inclusion Lead to evaluate existing provision and work with staff to ensure that pupil/parent voice comes through more strongly with the SEND My Plan process.	CB and staff	Autumn 2025		
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4. Monitoring arrangements

This document will be reviewed every **2** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Hayward's Governing Body.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical