ACCESSIBILITY PLAN – 2026-2029
HADDENHAM COMMUNITY JUNIOR SCHOOL

This Accessibility Policy has been developed in accordance with the following legislation and guidance:

- ***Equality Act 2010**, including provisions in **Schedule 10 (Disability)***
- *The Special Educational Needs and Disability Regulations (2014)*
- *The Children and Families Act (2014)*
- *SEND Code of Practice (latest edition)*
- *The School's duties under the SEND and Disability statutory guidance*

*Under the Equality Act 2010, the school must not discriminate and must make **reasonable adjustments** to ensure disabled persons are not placed at a substantial disadvantage compared to others.*

School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. The Haddenham Community Junior School Accessibility Plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the three year period ahead of the next review date. The plan reflects statutory requirements for the setting of Equality Objectives.
2. The Accessibility Plan is structured to complement and support the school's Equality Objectives and will similarly be published on the school website.
3. We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2012 with regard to disability and to developing a culture
4. The Haddenham Community Junior School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the needs where practicable. The Accessibility Plan will contain relevant and timely actions to:

- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodies pupil; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after- school clubs, leisure and cultural activities or school visits – it also covers the provision of specialist or **auxiliary aids and equipment** which may assist these pupils in accessing the curriculum with a reasonable timeframe;
- Improve access to the **physical environment** of the school adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetable, textbooks and information about school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
6. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
7. The accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
    - Equality Information and Objectives
    - Health and Safety Policy
    - Special Educational Needs Policy
    - Behaviour and Relationships Policy
    - School Development Plan
    - School Ethos and Vision Statement
8. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2012.
9. The School's complaints procedure covers the Accessibility Plan.
10. The Accessibility Plan will be published on the school website.
11. The Accessibility Plan will be monitored through the Governor Curriculum Committee.
12. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010

Approved: October 2026

Review Date:October 2029

Date of Access Plan: October 2026

To be reviewed: October 2029

Senior member of staff responsible: Andy Leach

Timescale: Short- up to 3 months, Medium- 1-2 years, Long- over 2 years

Please note we have no children in the current school population who have a known physical disability. Our school recognises that disability may be hidden, temporary or emerge over time, and this plan anticipates and removes barriers wherever possible.

Accessibility Audit	Yes/No	Comments
How does the School deliver the curriculum?	Y	
Do we ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	Y	Training is responsive to need and regularly reviewed
Are the classrooms optimally organised for disabled pupils?	Y	
Do lessons provide opportunities for all pupils to achieve?	Y	
Are lessons responsive to pupil diversity?	Y	
Do lessons involve work to be done by individuals, pairs, groups and whole class?	Y	
Are all pupils encouraged to take part in music, drama and physical activities?	Y	
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	N/A	

Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	N/A	
Do staff provide ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	Y	
Do we provide access to computer technology appropriate for students with disabilities?	Y	
Are School visits made accessible to all pupils, irrespective of attainment or impairment?	Y	

Accessibility Audit	Yes/No	Comments
Are there high expectations of all pupils?	Y	
Do staff seek to remove all barriers to learning and participation	Y	
Is the School designed to meet the needs of all pupils?	Y	
Does the size and layout of areas – including all academic, sporting, play, social facilities, classrooms, hall, library and playground – allow access for all pupils?	Y	All areas are accessible. We are a single storey site. Ramps - exist to all shared area doors used by the students. The Nest has a low threshold level access so does the reception area and community centre.

Can pupils who use wheelchairs move around the School without experiencing barriers to access such as those caused by doorways, steps and stairs and toilet facilities?	Y	There is a disabled toilet within a "wet room" at the school. This is also equipped with a hoist. The community centre has a recently refurbished disabled toilet. Both areas are fully DDA compliant.
Are pathways of travel around the School site and parking arrangements safe, routes logical and well signed?	Y	HCJS currently has one disabled bay outside the reception area.
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?	Y	emergency and evacuation systems do not currently have both visual and auditory components, although mitigation measures are in place. Lettings organisers are briefed on the alarm and evacuation arrangements and that specific arrangements will be made where a person with a sensory or other disability requires them.
Are non-visual guides used to assist people to use buildings including lifts with tactile buttons?	N/A	
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?	No	
Are areas to which pupils have access well lit?	Y	
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?	Y	This is an area for improvement, particularly in the hall and STEM room which both suffer with poor acoustics.
Is furniture and equipment selected, adjusted and located appropriately?	Y	

Do we provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	N/A	'N/A' : we have no current pupils requiring that accessibility adjustment (eg- braille). This plan remains under regular review and the assumption should be made that we are an inclusive school and will make those adjustments should they be required.
Do we ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	Y	
Do we have facilities such as ICT to produce written information in different formats?	Y	
Do we ensure that staff are familiar with technology and practices developed to assist people with disabilities?	Y	

'N/A' : we have no current pupils requiring that accessibility adjustment (eg- braille). This plan remains under regular review and the assumption should be made that we are an inclusive school and will make those adjustments should they be required.

5. Accessibility objectives and actions (2025–2028)

A. Increasing access to the curriculum

Objective: Ensure disabled pupils can access the full curriculum, including enrichment activities, trips and clubs.

Timescale	Action	Responsibility	Outcome

Short	Ensure staff understand National Curriculum Inclusion Statements and reasonable adjustment duties	Headteacher / AHT SENCo	Staff confident in inclusive teaching practice
Short	Audit extra-curricular activities and educational visits for accessibility	SLT	Disabled pupils can participate alongside peers
Medium	Review staff training needs as pupil needs change	SLT	Training responsive to emerging needs
Long	Embed inclusive practice through annual review	SLT / Governors	Sustainable, inclusive curriculum delivery

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B. Improving access to the physical environment

Objective 1: Maintain and improve safe, step-free access to all areas of the school.

Timescale	**Action**	**Responsibility**	**Outcome**
Short	Ensure staff are aware of physical access arrangements and emergency procedures	Site Manager / SLT	Safe use of environment
Medium	Review acoustics in shared spaces and identify reasonable improvements	SLT / Governors	Reduced barriers for hearing-impaired pupils
Medium	Review emergency alarm systems and mitigation arrangements	SLT / Governors	Improved accessibility during evacuation

Long	Review physical access annually as part of site planning	Governors	Environment remains accessible

Objective 2: Maintain and improve safe, accessible access to all areas of the school for pupils, staff and visitors, *including those attending school premises through lettings.*

Timescale	**Action**	**Responsibility**	**Outcome**
Short	**Action:** Ensure the school's lettings procedures consider the accessibility requirements of visitors, including people with physical, visual or hearing impairments. Letting organisers should be provided with information regarding emergency procedures, evacuation routes and assembly arrangements, and the school/Lettings Manager should identify and plan reasonable adjustments where an attendee has an identified accessibility requirement.	Lettings Manager / Site Manager / SLT	Visitors attending lettings are able to access the premises safely and appropriate reasonable adjustments are considered and implemented where required.
	Action: Review lettings risk assessments and emergency evacuation procedures to ensure that arrangements adequately consider visitors with sensory, physical or other disabilities, including the limitations of the current alarm system.		Lettings arrangements anticipate accessibility requirements and provide appropriate arrangements for safe evacuation and access.

C. Improving access to information

Objective: Ensure information is accessible to disabled pupils and parents in appropriate formats.

Timescale	Action	Responsibility	Outcome
Short	Ensure staff can adapt materials (e.g. large print, simplified language)	SLT	Pupils access learning materials
Medium	Maintain systems to provide information in alternative formats when required	School Office	Parents receive accessible information
Long	Review communication methods annually	SLT	Information remains accessible