



Pool Hayes Primary School Accessibility Plan 2025-29

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards children with disabilities, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA) 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.”

Key Objective

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

Our Aims

The school plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school.

The main priorities in the school's plan will be in the following areas:

- increasing the extent to which pupils with disabilities can participate in the school curriculum;
- improving the physical environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
- improving the delivery of information to pupils, staff, families and visitors with disabilities that is provided in writing for pupils and adults who are not disabled.

Action Plan

Attached are three audits of current provision relating to these three key areas of accessibility that are highlighted above. Note that these plans also have an action required section with future planned action detailed.

The plan will be made available on request.



Pool Hayes Primary School Accessibility Plan 2025 - 2029

Improving Curriculum Access

Aim	Action	Timescale
Strive to ensure curriculum is fully accessible to pupils with any type of difficulty or disability.	Flexibility in approaches to ensure inclusive practices. Consider the way in which information is presented to pupils and adapt as appropriate. Consider ways in which pupils can communicate their ideas effectively to show their understanding and plan accordingly. Adapt curriculum and learning activities to suit individual needs. Information is presented to groups in a way which is user friendly or people with disabilities e.g. reading aloud, IWB displays and describing diagrams. Pupils with dyslexia and dyslexic tendencies have access to the curriculum.	Ongoing and review annually
To raise awareness and understanding about supporting pupils with a physical disability.	School to seek advice from experts where additional professional support is needed. Consider needs of specific pupils, both for school and off-site activities. SEND CPD for staff on disabilities and how to adapt learning and school life appropriately for these pupils. Inclusive practice to ensure that pupils with a physical disability have access to the full curriculum.	Ongoing and review annually
Classrooms are optimally organised for pupils with disabilities	Classroom space is large and staff consider the best arrangement of furniture to improve accessibility and to accommodate necessary equipment.	Ongoing and review annually
Purchase specific resources to support pupils.	Audit the needs of the pupils. Purchase resources, including coloured overlays, reading rulers, larger pencils, writing slopes.	Ongoing and review annually
IT equipment is provided for and has been fitted with additional software/hardware to allow access for pupils with disabilities	Electronic tablets, enlarged font, enlarged keyboard, touchscreen devices and teaching materials displayed and printed with appropriate colours to alleviate visual stress.	Ongoing and review annually
Staff recognise and plan for the additional time and effort needed by some disabled pupils, slow writing speed for pupils with dyslexia, extra time to move from activity to activity for those with physical disabilities.	All staff aware of needs and detailed in planning/intervention plans. Appropriate applications can be made for SATs – readers/scribes/extra time can be applied for.	Ongoing and review annually



Inspire challenge learn

Ensure that all school trips and residential visits are accessible for pupils with learning or physical disabilities.	Thorough planning. Advance visits. Risk assessments.	Ongoing and review annually
Ensure that after-school clubs and care provision facilities are accessible for all pupils.	Ensure access is available for all pupils including those with physical or sensory disabilities. Provide adult support if necessary. Make physical adaptations as required.	Ongoing and review annually
Classrooms adapted to the needs of pupils.	Emotion registration in place for all pupils to ensure prompts for regulation. Specialist equipment is located where necessary.	Ongoing and review annually
Lessons are responsive to diversity.	Lessons allow children to work individually, with a partner, in groups and whole class. There is extensive peer support and collaborative learning in support of those with a learning disability. When planning the deployment of additional adults, there is a consideration of pupils with disabilities so that the support ensures their inclusion and raises attainment. This will happen by TAs being aware when there is risk of exclusion from activities due to not being able to physically access them, and by not becoming a barrier between the pupil and teacher / pupil and peers.	Ongoing and review annually`



POOL HAYES PRIMARY SCHOOL ACCESSIBILITY PLAN 2025-2029
Improving Physical Access

Target	Outcome	Timescale
The layout of areas such as classrooms, hall, library, dining hall, reception, playground and field allows access for all pupils. Pupils who use wheelchairs can move freely around school. There are no barriers to access caused by doorways, stairs, and steps.	There are doors wide enough to accommodate a wheelchair. All classrooms are on one level. There is a ramp leading into the school mobile. The school has procedures to ensure the rigorous maintenance of specialist equipment and facilities.	Ongoing and review annually
School decor provides appropriate contrast and harmony for pupils with visual impairment, autism or epilepsy.	School decor is appropriate for the needs of all pupils.	Ongoing and review annually
All areas are well lit.	Audited by H&S Regularly maintained by T2	Ongoing and review annually
Steps are taken to reduce background noise for hearing impaired pupils by considering a room's acoustics, noisy equipment etc.	Staff seat hearing impaired pupils appropriately. All classes are fully carpeted in the main work/teaching area.	Ongoing and review annually
Parking arrangements for all are logical and safe.	Clearly marked disabled parking bay.	Ongoing and review annually
Emergency and evacuation systems inform all pupils.	Auditory Alarms. Hearing impaired/disabled children escorted off premises by designated adult. Pupils with medical conditions are escorted off premises by a designated adult and their emergency packs are collected by the adult.	Ongoing and review annually
All pupils are able to move around school and access the buildings safely.	Colour schemes provide colour & tonal contrast for VI children. Labels and signs are presented pictorially and in written word if needed for people with a disability.	Ongoing and review annually



With regards to 'Supporting pupils at school with medical conditions (2014)', there is a policy in place for the effective and safe administration of medication. Personal hygiene and medical issues are dealt with full attention to the safety and dignity of all concerned i.e. children taking medication, those with limited toileting training.	Individual Health Care Plans are produced for students with health needs. Intimate Care Plans produced for students with intimate health care needs. Staff members in EYFS, Lunchtime Supervisors, TAs and admin team are first aid trained.	Ongoing and review annually
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Improving Delivery of Information Access

Target	Outcome	Timescale
Make available school brochures, school newsletters and other information for parents in alternative formats upon request	All written information is accessible to all.	Ongoing and review annually

Updated	October 2025
Full Governing Body Ratification	
Review Date	October 2029