NORTH WESTMINSTER FEDERATION

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HALLFIELD PRIMARY SCHOOL

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ACCESSIBILITY PLAN - 2023-2026

Contents

Legislation and guidance 1
Aims 2
Link with other policies 3
Monitoring arrangements 3
Action Plan 4

Approved by:	**Resources Committee**	**Date: June 2023**
Reviewed: June 2025		
Next review due by:	**June 2026**	

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Aims

Schools are required under the Equality Act 2010 to have an Accessibility plan. We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. The Hallfield Primary 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.

2. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

3. 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.

4. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the LA will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

5. 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 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

6. The Hallfield Primary 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 need to make reasonable adjustments to accommodate their needs where practicable.

7. We are committed to spending the Pupil Premium Grant (PPG), which is additional funding to help schools close the gap between children from low-income and other disadvantaged families and their peers. 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-bodied pupils (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 within 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, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

8. 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.

9. The School's complaints procedure covers the Accessibility Plan.

10. The Accessibility Plan is published on the school website and paper copies are available upon request.

11. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

12. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010.

Link with other policies

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum Policy
- Equalities Policy
- Equality Objectives
- Health & Safety Policy
- Special Educational Needs Policy, SEND Information report and Inclusion Policies
- Behaviour Policy
- School Development and Improvement Plan
- Supporting Pupils with medical conditions Policy

Monitoring arrangements

The Accessibility Plan will be approved by the Resources Committee and reviewed every 3 years but may be updated more frequently if necessary.

Action Plan

Hallfield Primary School Accessibility Plan 2023-26 - Improving the Curriculum Access

TARGET AREAS FOR DEVELOPMENT	STRATEGY	OUTCOME/SUCCESS CRITERIA	TIMEFRAME	EVALUATION	COST
Training for classroom staff in teaching children with a hearing impairment and on the use of Soundfield.	Hearing Impaired Service to be contacted to provide training for use of Soundfield equipment and good practice for children with hearing impairments if child with hearing impairment attends Hallfield.	All classroom staff have clear understanding of the needs of hearing impaired children and how to ensure the curriculum is fully accessible to them.	Ongoing	Hearing impaired child is successfully included in all aspects of school life. Soundfield system available as when needed. Teachers to be reminded of the availability.	0
Training for staff in the identification of and teaching children with Autistic Spectrum Disorder and other Speech, Language and Communication Needs.	Relevant staff attend appropriate training. Outreach provision from external agencies and SALT team to support individual teachers in improving and refining provision for individual pupils.	Staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom.	Yearly	Children with difficulties in Communication and Interaction are better understood and have the most appropriate provision in all areas of learning. Ongoing and regular training in place.	0
All extra curricular activities are planned to ensure they are accessible to all children.	Review all out-of-school provision to ensure compliance with legislation.	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	Ongoing	Increase in access to all school activities for all pupils. All pupils have access to the clubs and additional support in place.	0

TARGET AREAS FOR DEVELOPMENT	STRATEGY	OUTCOME/SUCCESS CRITERIA	TIMEFRAME	EVALUATION	COST
Classrooms are optimally organised to promote the participation and independence of all pupils.	SENCo and Inclusion Lead will work with Speech and Language SLA to provide a universal minimum standard in supporting all learners with an evidenced based Communication Friendly environment.	All classrooms have consistent resources to support speech, and language skills. There is a consistent approach to promoting independence across the school through this. All classrooms are set up in accordance with the communication friendly guidelines.	Ongoing. Yearly training for staff.	Increase in consistency in classroom set up. Clear and simple reminders on good communication in classroom e.g. 'Skilled Speaking' and 'Active Listening'.	0
Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of school.	Whole school community aware of issues relating to Access.	Ongoing	Community will benefit by a more inclusive school and social environment. New Equality Policy shared with communities and parental engagement accounts for accessibility needs.	0
Ensure SEN Register is updated each term. Ensure all children with SEND are tracked in PPRs, on a school Provision Mapper and those with more serious need have an Individual Target plan.	Provision mapper to be updated and monitored by SENCo during PPRs. SEN Register to be monitored and updated on a termly basis. Individual targets to be set with specialist input, if required. Individual targets evaluated by teachers and SENCo and reported to parents on a termly basis.	Provision mapper is regularly updated and reviewed, SEN register changes in accordance with the children's needs on a termly basis. Individual targets are used by school staff to provide appropriate provision for the most vulnerable learners.	Ongoing	Children who need individual adult support to participate in some activities have access to this support.	0

TARGET AREAS FOR DEVELOPMENT	STRATEGY	OUTCOME/SUCCESS CRITERIA	TIMEFRAME	EVALUATION	COST
Review Support Staff deployment	Provide training to support staff around DISS and MITA studies into maximising impact in supporting learning. Provide ongoing training for support staff in interventions and pedagogical strategies.	Support Staff understand and discuss learning session with teachers. Children have access to support with promotes them as active learners. Children have access to high quality, evidenced based interventions.	Ongoing	Children have access to staff who have been specially trained by professionals such as, OTs, SaLTs and Educational Psychologists.	0

Hallfield Primary School Accessibility Plan 2023-26 - Improving the Physical Access

LOCATION	ITEM TO IMPROVE PHYSICAL ACCESS	ACTIVITY	TIMEFRAME	COST
Playgrounds and access to/from buildings	Ramps to facilitate access for wheelchair users.	Parents, staff and children with mobility difficulties can access	To be assessed and incorporated to playground development as required.	tba
Throughout the site	Strategy for Alternative means of access	*Alternative means of access* strategy is implemented for rooms which have limited access or for adjustments which are not feasible due to the nature of the building (Listed status).	Ongoing	tba
Stairs and Ramps	Installation of handrails that are well contrasted and not cold to touch	To benefit users who may struggle with gradient flooring levels.	TBA as when required by users	tba
Throughout the site	Tactile and Braille signage installation	To aid people with impaired vision and learning disabilities.	TBA as when required by users	tba

Hallfield Primary School Accessibility Plan 2023-26 - Improving the delivery of Written Information

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats	The school will make itself aware of the services available for converting written information into alternative formats.	The school will be able to provide written information in difference formats when required for individual purposes. For example: using texts for hearing impaired and voice mails for visually impaired.	Ongoing	Delivery of information to pupils and parents/carers improved.
Make available school newsletters and other information for parents in alternative formats.	Review all current school publications and promote the availability in different formats for those that require it.	All school information available for all. School information published on school website and updated regularly.	Ongoing	Delivery of school information to parent and the local community improved, especially for Arabic language users.
Survey parents/carers as to the quality of communication to seek their opinions as to how to improve.	Send out survey to parents/carers regarding quality of communication.	School is more aware of the opinions of parents and acts on this.	September 2025 January 2026	Parental opinion is surveyed and action taken appropriately.
The school moves towards an electronic method of reporting to parents.	Electronic reporting methods are explored.	The school has explored electronic reporting methods and is knowledgeable about best practice.	Ongoing	The school is able to move forward with electronic reporting to parents.
Supporting parents with completion of online forms (ie application to Reception year and secondary schools)	School staff set times for parents to access support to completed forms	Return of form is timely and completion is more accurate.	Ongoing	All families have competed applications for places in Reception and Year 7.