



**HALLMOOR
SCHOOL**

Accessibility Plan

Date of Approval:	June 2026
Approved by:	Hallmoor School Headteacher
Review Date:	June 2029

Policy Information:

Date of last review	replacement policy June 26	Review period	3 years
Date approved	June 2026	Approved by	LAC Chair
Policy owner	Headteacher	Date of next review	June 2029

Contents

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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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. All pupils at Hallmoor have a EHCP and we aim to ensure that all pupils have access to a wide curriculum and enrichment opportunities.

Hallmoor School has the highest ambitions for all pupils irrespective of their individual needs. Our highly adapted curriculum and personalised approach enables all of our pupils to participate fully in all aspects of school life. Our commitment to equal opportunities is led by the National Curriculum Inclusion statement and in accordance with the Academies Act 2010. The school sets aspirational, but suitable objectives, responds appropriately to diverse needs and strives to overcome potential barriers in every area of school life. Hallmoor School welcomes all children irrespective of race, gender, colour, faith, sexual orientation or identity. 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, the complaints procedure sets out the process for raising these concerns.

2. Legislation and statutory 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.

This policy complies with our funding agreement and articles of association.

3. Action plan

Improvement area	Current good practice	Success criteria	Actions	By Whom	Start	Finish
Increase access to the curriculum for	• Our school offers an adapted National Curriculum for all pupils	1, For pupils to have options of accessing	1. Charity funding approved, to organise a range of	EH / PK	Sept 26	

pupils with a disability	- We use resources tailored to the needs of pupils who require support to access the curriculum e.g. access to objects of reference, ALD boards, Makaton, signs & symbols - The curriculum is reviewed to make sure it meets the needs of all pupils - All students have equitable access to: Therapeutic input, input from impairment services, access to movement spaces, large outside areas with a range of equipment with all teaching spaces being accessible - We use a range of accessible IT equipment	residential experiences	school experiences including residential at each phase			
		2, For pupils to have access to a wide range of safe equipment and play surfaces	2, Quotes gathered, to secure capital funding for play surfaces	NCK/EH	June 26	
		3. For all staff to be competent in the use of Makaton and communication devices	3, Makaton tutor trained, all staff to be trained to a level, Hallmoor 100 signs to be embedded in teaching	NCK/RGL	June 26	
		4. Curriculum to be reviewed to ensure accessible to all	4. Pathways better defined. Teachers and leaders across the school to collaborate on curriculum review.	EH / PK	Sept 26	

Improvement area	Current good practice	Success criteria	Actions	By Whom	Start	Finish
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: - Power assisted main doors - Disabled parking bays for staff - Disabled toilets and changing facilities	1, To increase number of disabled parking bays for staff. Currently have 4 spaces, 3 are used for minibus parking. 2 standard bays spaces will need to be create 1 disability bay Explore additional parking options. (fire hazard due to blocked cars).	To allocate and mark 2 additional bays for staff. Quote to be provided for creating additional space for minibuses by reducing the grass verge, which will allow for 2 further disabled spaces. Quote to be provided in the summer holidays.	PK / AW	June 26	
		2, For all specialist rooms to be fully accessible to pupils and staff.	To review equipment in rooms to ensure that it is fully accessible.	PK/AW	Sept 26	

Improvement area	Current good practice	Success criteria	Actions	By Whom	Start	Finish
Improve the delivery of information	Our school uses a range of communication methods to make sure information is accessible. This includes:	That all signage in school follows a standard format and is accessible to all pupils	To create a standard signage format that includes symbols and clear simple text which can be replicated for all rooms in communal areas Planned site inspection 25.06 to	EH / AW	June 26	

	• Internal signage • Large print resources • Communicate in Print • Makaton signing		explore signage around the school.			
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4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher with consultation with all stakeholders. It will be approved by The Local Academy Council

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 conditions policy

Appendix 1:

Questionnaire



Dear Colleague / Visitor / Parent / Carer / Specialist Advisor

As part of our continuing development and in order to maintain our statutory duties, we are renewing the “Accessibility Plan” for the school. This allows us to ensure that we are meeting the needs of all the people who attend and visit Hallmoor School.

To support us in this work, please complete the questionnaire below if you feel that we could do anything as a school which could improve the access provision we offer.

Please return all completed questionnaires to the school office as soon as possible and no later than

Are there any areas in school that could be changed to improve access?

Are there any additions required to support access for all?
Are there any specific times or events that present require further consideration?
Any other thoughts or comments that you feel may be relevant?

Thank you very much for your help, all your ideas will be used to improve our school.
PLEASE RETURN TO ME NO LATER THAN:

Nicky Crookshank
Headteacher