



Accessibility Plan



Summary:

At Halfpenny Lane School we provide for a range of SEND needs. All schools and local authorities need to carry out accessibility planning for the provision and access of disabled pupils. This is a requirement as required by the Disability Discrimination Act which has been replicated in the Equality Act 2010. Part 5A of the Disability Discrimination Act 1995 (DDA) requires the school to:

- Promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to;
- Prepare and publish a Disability Equality Scheme to show how they will meet these duties.

Author	Inclusion Leader		
Applies to: (please check as appropriate)	Staff ☒	Pupil ☒	Community ☒
Approved by:	Head of Pastoral and Inclusion		
Available on:	Compliance Library ☒	Website ☒	
Date of Approval:	September 2026		
Date of Next Formal Review:	September 2027		
Review Period:	Annual		

Document Control

Date	Version	Action	Amendments
27/09/2022	1	Moved to new format	
09/09/2023	2	Checked to ensure that the document is up to date.	
September 2026	3	Reviewed	Updated and reviewed document including changes to reflect merger

Contents

1. Our Children4

2. Links to other documents4

3. Monitoring procedures4

4. The Plan’s focus.....4

5. Training5

6. Support.....5

7. Handling complaints from parents of children with SEND5

8. Section 2: Aims and Objectives.....6

9. Section 3: Accessibility Audit.....8

The Accessibility Plan and the school's action plan forms part of the Disability Equality Scheme and sets out how the school will improve equality of opportunity for disabled people. The SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the school has had key duties to follow, including:

- Not treating disabled pupils less favourably for reasons relating to their disability;
- Making reasonable adjustments for disabled pupils so they are not at a substantial disadvantage;
- Planning to increase the access to education for disabled pupils.

This plan sets out to meet the requirements by:

- Increasing the extent to which disabled pupils can access the school curriculum;
- Improving the physical environment of the school to increase the extent to which disabled children can take advantage of education;
- Improving the availability of accessible information to disabled pupils.

1. Our Children

The children in our school are at the very centre of school life. We want them to feel welcomed, safe, secure and part of our school family. They need to experience excitement, fun, enjoyment and challenge, so we provide a broad and balanced curriculum to meet these needs. Children are expected to work hard and achieve the very best they are able to. We want our children to be able to communicate, respect and value all of those around them, regardless of age, background, culture and belief and so we encourage and expect good manners, behaviour and conduct. We want our children to have good memories of their time at Halfpenny Lane, but also to take away with them achievement, confidence, respect for and tolerance of others and above all, curiosity – the vital ingredient that turns ability and application into real achievement.

2. Links to other documents

This document links to other SEND documents published on the school website including: The SEND report; Local Offer; Supporting Pupils with Long Term Medical Conditions Policy and the SEND Policy.

3. Monitoring procedures

This Accessibility Plan is reviewed annually by the SENDCo and the Senior Leadership Team. Further revisions are made every three years following consultation with the wider school community, school council and parent questionnaires.

It is a requirement that the Accessibility Plan is resourced, implemented and reviewed and revised as necessary. Appendix 1 is the action plan which has been created to structure the improvement in the provision for disabled pupils.

4. The Plan's focus

As part of the action plan, the physical environment and the external areas of the areas and buildings have also been reviewed. Halfpenny Lane School intends to make continuous upgrades and adaptations to meet the needs of all children and to ensure that every child can access all aspects of the education offered as part of the curriculum.

To improve the delivery of information to disabled pupils, Halfpenny Lane will use the services offered by Wakefield Local Authority to convert written information into alternative formats. Consideration is also taken when sending letters home.

As well as supporting physical access to the building and the curriculum, the school works closely with additional specialist services to support learning difficulties, including:

Communication and Interaction Team (CIAT)
Visual Impairment Advisory and Support Service (VI)
Occupational Therapists and Physiotherapists (OT)
Speech and Language Therapy (SaLT)
Behaviour and Exclusion Support Team (BEST)
Educational Psychologist Service (EPS)

5. Training

Where appropriate, the school gives training to all staff who work with SEND children. We try to cater for the training needs of our staff to keep up to date with the most relevant and recent practices. For example, individual teachers and support staff may attend professional development sessions led by external agency professionals, e.g. ASD, visual impairments, dyslexia and attachment. They are also guided and supported by external agencies to implement new strategies and intervention methods.

6. Support

Supporting the emotional and social development of pupils with SEND:

Children at Halfpenny Lane School are supported in a variety of ways. These include:

Restorative practice
Emotional and Behavioural difficulty plans
Small group work
Circle time sessions

We also have a two Learning Mentors in school who work closely with children and teachers throughout school to support the former in making appropriate behaviour choices.

Supporting partnerships to help develop and implement the plan

See above in **Monitoring procedures** section.

7. Handling complaints from parents of children with SEND

Wherever possible, we ask that parents remain in close contact with the school and the class teacher in order to resolve any concerns quickly and effectively. However, in the rare case that we cannot resolve an issue, parents/carers may access the Ark Schools (Pontefract Region) Complaints Procedure, available on the school website.

8. Section 2: Aims and Objectives

Our aims are to increase access to the curriculum for pupils with a disability, improve and maintain access to the physical environment and improve the delivery of written information to pupils.

1. Increase access to the curriculum for pupils with a disability

Aim	Current Good Practice	Objectives	Actions to be taken	Person responsible	Date to be completed
One page profiles-OPP	OPP are precise and monitored each term.	Monitor progress Involve agencies Evaluate interventions Collate OPP data	Dates organised for data collection and staff to meet with parents as part of PPTM meetings	SENDCo	Each term
Policy and Procedure	SEN policy	SEN policy reviewed and updated each year.	Review and revise SEN policy	Head of Pastoral and Inclusion	Annually
SEN audit	Audit of current practice and interventions in school	Monitor the impact of the interventions in school Data analysis Gather views of the pupils Discuss with members of staff Gather views from parents	Intervention reports completed Seek opinions from parents. Ask SEN children for feedback of provision in school	SENDCo	Each term
Meeting the needs of all pupils	Tracking progress	Audit interventions Intervention run by SEND LSAs following outside agency guidance	Data analysed in termly report Pupil progress meetings SEND and MA register updated each term Interventions monitored	SENDCo	Each term
Intervention tracking	All interventions are appropriate and assessed.	Collect data and intervention impact reports	Feedback from SEN LSAs SENDCo to feedback to staff	SENDCo/Teachers/LSAs	Each term

Staff training	Ensure staff are trained to support pupils in the most effective way Quality first teaching and support for TAs	Staff to continually develop CPD Shared training with LSAs	Implement where required	SENDCo/Trainers	Link to staff need and development
----------------	--	---	--------------------------	-----------------	------------------------------------

2. Improve and maintain access to the physical environment

Aim	Current Good Practice	Objectives	Actions to be taken	Person responsible	Date to be completed
Appropriate use of the specialised equipment	Laptops to support Fine motor skills Chair wedge for posture Sloping writing boards OT exercises	Children to access appropriate equipment and interventions to meet their needs Interventions to be monitored and impact recorded.	Respond to the recommendations of the professionals and external agencies	SENDCo Class teacher LSAs	Within 2 weeks of guidance received.

3. Improve the delivery of written information to pupils

Aim	Current Good Practice	Objectives	Actions to be taken	Person responsible	Date to be completed
Improved communication with parents	Email system Text service Letters sent home Coffee Mornings	Improve SEND display of leaflets Make staff aware of the services available from the LA	Update and display SEN information and share with parents.	SENDCo	Each term

9. Section 3: Accessibility Audit

Feature	Description	Actions to be taken	Person responsible	Date to be completed
Number of floors	1			
Feature Corridor access	Double doors, both can be opened.			Completed
Lifts	N/A	N/A	N/A	N/A
Entrances	DDA compliant Power assisted doors opened through use of a switch			Completed
Ramps	Ramps to allow access into the main building from the front of the school and onto the playground at the rear.			Completed
Toilets	Larger cubicle in the girls' toilet Disabled toilet with alarm and support. Specialist host toilet and changing area located across the hallway purpose built with OT.			Completed
Reception Areas	DDA compliant and power assisted doors			Completed
Internal Signage	Fire exit signs clear and exits from the building.			Completed
Emergency escape routes	Annual Fire risk assessment		Caretaker	Reviewed annually