

Hunts Grove Primary Academy **Accessibility Plan**

Hunts Grove Primary Academy is part of the Greenshaw Learning Trust.

The Greenshaw Learning Trust is a charitable company limited by guarantee registered in England and Wales, company number 7633694, registered at Greenshaw Learning Trust, ORU Sutton, Throwley Way, Sutton, SM1 4AF.

Hunts Grove Primary Academy Accessibility Plan

February 2026

This Accessibility Plan applies to Hunts Grove Primary Academy and all governors and staff must abide by the plan, which has been adopted in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust.

It is the responsibility of the Governing Body and Headteacher of the school to ensure that their school and its staff adhere to this plan. In implementing this plan, school staff must take account of any advice given to them by the GLT CEO and/or Board of Trustees.

This plan is subject to the GLT Equalities Policy and the Scheme of Delegation approved for the school. If there is any ambiguity or conflict then the GLT Equalities Policy and the Scheme of Delegation and any specific Scheme or alteration or restriction to the Scheme approved by the Board of Trustees takes precedence. If there is any question or doubt about the interpretation of this, the GLT CEO should be consulted.

Approval and review:

This plan is the responsibility of: Headteacher

This plan was approved by the Governing Body on: 3/2/26.

This plan is due for review by: February 2027.

Hunts Grove Primary Academy Accessibility Plan

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, schools have had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to publish an Accessibility Plan showing how they plan to improve access progressively over time

A person is defined as having a disability by The Equality Act 2010 if they have:
“ 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”.

This plan sets out the proposals of Hunts Grove Primary Academy to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

1. increasing the extent to which disabled pupils can participate in the school curriculum;
2. improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
3. improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Hunts Grove Primary Academy's Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

We are working within a national framework for educational inclusion provided by:

- Equality Act 2010
- The SEN Revised Code of Practice 2015
- The Disability Discrimination Act 1995 (amended for schools in 2001)

Hunts Grove Primary Academy

Hunts Grove Primary Academy is a growing school. It is on its way to being a two form entry primary school. There is a pre-school within the school site which is a new school building which was completed in 2019. The school building is all on one level with very wide corridors (streets). There are no steps in the building and the access is very good.

Hunts Grove Primary Academy's vision for disabled pupils:

Hunts Grove Primary Academy is committed to providing a fully accessible environment which 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 and challenging negative attitudes about disability and accessibility and to developing a culture of

awareness, tolerance and inclusion. We aim to as far as possible to remove those barriers and ensure that all pupils can take part in the day to day life our the school and benefit from the learning experiences we provide Hunts Grove Primary Academy Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

PLANS TO INCREASE ACCESS TO EDUCATION FOR DISABLED PUPILS BY AREA:

1. INCREASING THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM (this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits)

Plan	Impact	Resp	Y1 review	Y2 review	Final review
<i>Effective use of resources & specialised equipment to increase access to the curriculum for all pupils</i>	<i>Positive impact on pupil progress Barriers to learning are removed by use of apps such as Clicker</i>	<i>SENCO</i>	Staff receive regular training on adaptations across the curriculum. SENCO has a clear and consistent monitoring schedule. Resources are being used well to support learners across the curriculum.		
<i>All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of activities.</i>	<i>Increased access to the extracurricular activities for all pupils with SEND.</i>	<i>Avril Ranmsey</i>	Monitoring has shown that all key groups are represented well in extra curricular activities. The number and variety of clubs continues to increase at Hunts Grove.	Monitoring has shown that all key groups continue to be represented well in extra curricular activities. The number and variety of clubs continues to increase at Hunts Grove.	
<i>Adaptations to the curriculum to meet the needs of individual learners</i>	<i>Needs of all learners met enabling positive outcomes</i>	<i>SENCO</i>	Staff receive regular training on adaptations across the curriculum. SENCO has a clear and consistent monitoring schedule. Resources are being used well to support learners across the curriculum.		

2. IMPROVING THE ENVIRONMENT OF THE SCHOOL TO INCREASE THE EXTENT TO WHICH DISABLED PUPILS CAN TAKE ADVANTAGE OF EDUCATION AND ASSOCIATED SERVICES

Plan	Impact	Resp	Y1 review	Y2 review	Final review
<i>Maintain safe access around the interior of the school</i>	<i>People with disabilities can move safely around the school</i>	<i>Glenn Philcox</i>	The access points have been consistently kept clear. This is a standing item on staff meetings under health & Safety.	The access points have been consistently kept clear. This is a standing item on staff meetings under health & Safety. Site provision has been invested in.	

<i>To ensure classroom environments meet the needs of pupils</i>	<i>The environment in classrooms allows all pupils to learn to their maximum potential.</i>	<i>Glenn Philcox</i>	There is consistency in the environments across the school. These take into account the sensory needs of all learners.	There is consistency in the environments across the school. These take into account the sensory needs of all learners.	
--	---	----------------------	--	--	--

3. IMPROVING THE DELIVERY TO DISABLED PUPILS OF INFORMATION, WHICH IS PROVIDED IN WRITING FOR PUPILS WHO ARE NOT DISABLED

Plan	Impact	Resp	Y1 review	Y2 review	Final review
<i>Make available school brochures, school newsletters and other information for parents and pupils in alternative formats, if required</i>	<i>Parents and pupils feel fully involved in the life of the school and can access important information</i>	<i>Glenn Philcox</i>	The school website is kept up to date by SLT. Parent engagement in school events is very strong.	The school website is kept up to date by SLT. Parent engagement in school events is very strong. We continue to work on our online communication with parents.	
<i>Ensure that DDA compliant signage is rolled out across the school</i>	<i>Signs are clear and understandable for the visually impaired.</i>	<i>Glenn Philcox</i>	All signage is regularly reviewed. The school is now up to date with its compliance.	All signage is regularly reviewed. The school is now up to date with its compliance.	