HOBLETTS MANOR JUNIOR SCHOOL ACCESSIBILITY PLAN

Updated September 2025

The DDA, as amended by the SEN and Disability Act 2001, places a duty on all schools to plan to increase over time the accessibility of their schools for disabled pupils and to implement their plans. This document details the plan for our school.

Statutory Responsibilities

As a school, we are required to plan for:

• **increasing access for disabled pupils to the school curriculum.**
This covers teaching, learning, and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.

• **improving access to the physical environment of schools.**
This covers improvements to the physical environment of the school and physical aids to access education.

• **improving the delivery of written information to disabled pupils.**
This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.

Definition of Disability

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-today activities.

Identifying Barriers to Access Checklist.

Section 1: How does our school deliver the curriculum?

Question	RAG Rating			Notes
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?			🟩	• Weekly meetings with Teachers and Teaching Assistants • Meetings with Year group teams, Senior Leadership Team (SLT) and InCo • Weekly Professional Development Meetings (PDM's) linked to school priorities • Opportunities for individual training • Regular training opportunities (including 1:1 with Inclusion Co-ordinator {InCo} and outside agencies)
Are your classrooms optimally organised for disabled pupils?		🟧		• Accessibility considered when undertaking new works • All classrooms now accessible for wheelchairs **Next steps** • Double accessibility to library • Look at increasing ramped access from classrooms to lower playground/field (2 classrooms completed) • Ensure all classroom displays are fully accessible with appropriate font, size etc.
Do lessons provide opportunities for all pupils to achieve?		🟧		• Adapted tasks • Adult support • Provision to meet need regularly reviewed – Pupil Progress Meetings (PPM's), Identifying Barriers To Achievement (IBTA) screening, Target Tracking • Continuous Professional Development (CPD) programme aimed at Quality First Teaching • Gap between Pupil Premium (PP) and non PP reduced significantly in maths **Next steps:** • Continue to increase the number of pupils working at/achieving the higher standard in mathematics, reading and writing. • Continue to close the gap between PP and non PP children, particularly in writing • Continue to accelerate the progress of pupils in Reading & Writing – particularly boys.
Are lessons responsive to pupil diversity?		🟧		• InCo employed • Subject Leaders monitor breadth of delivery • Regular monitoring by Senior Leadership Team (SLT) and InCo **Next steps** • Continue to review the wider curriculum with a particular focus on celebrating our diverse society through the curriculum, books, learning experiences
Do lessons involve work to be done by individuals, pairs, groups and the whole class?			🟩	• Range of opportunities developing independence and group work
Are all pupils encouraged to take part in music, drama and physical activities?			🟩	• Broad and balanced curriculum for all • Support to enhance opportunities • Bespoke provision as appropriate • Additional funding to support access for all to extracurricular opportunities

			🟩	• Partnership with Herts Music Service provides all pupils with the opportunity to learn a musical instrument Sports Premium strategy in place and impact regularly monitored • Drama Club and funded opportunity for children in receipt of PP Funding and targeted provision of after school club **Next Steps** Implement the Arts Mark Action Plan
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?			🟩	• Regular reviews of provision • Monitoring of lessons, planning, books, pupil voice • Adjustments as required and in line with (VI, HI and PNI team advice • Regular meetings with outside agencies • Continued Professional Development
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?			🟩	• TA support • Ongoing PD • Differentiation and support
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?			🟩	• Adapted activities as appropriate • Alternative forms of recording • PE equipment purchased to support children with specific needs
Do you provide access to computer technology appropriate for students with disabilities?			🟩	• Bespoke technology in place as appropriate
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?			🟩	• Staffing ratios adjusted to meet need • Individual risk assessments • Reasonable adjustments made as necessary
Are there high expectations of all pupils?			🟩	• Consistently high expectations regardless of starting points
Do staff seek to remove all barriers to learning and participation?			🟩	• Regular IBTA screening and bespoke provision to overcome challenges • Barriers and Solutions documents in place • Adaptive teaching • Risk assessments • Targeted adult support

Section 2: Is our school designed to meet the needs of all pupils?

Question	RAG Rate			Notes
Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms - allow access for all pupils?		🟧		• 2 classrooms and library have full access to school field • Areas for improvement identified through pupil voice, H and S walks • Garden paths in garden a barrier to wheelchairs • 'Lips' on inner doors create an obstacle • Internal accessibility to upstairs offices, staffroom and kitchen accessible to wheelchair users
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?		🟧		• As above • Fire doors need additional adult/peer to open for wheelchair users This is covered under the PEEP documents and risk assessed accordingly.
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?		🟧		• New signs in place • Crossing to Infants now resolved kerb issue • Accessible parking bay re-allocated **Next steps** • Look into funding streams for pathways to garden and woodland.
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?			🟩	• Up graded alarm system • Visual signs indicate emergency exits • Fire Safety/Health and Safety Policies in place • Regular fire drills and outcomes shared • Individual evacuation plans as appropriate
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		🟧		**Next steps** • Look into funding streams for access to upper offices and staffroom
Could any of the décor or signage be considered confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy? Are areas to which pupils should have access well lit?		🟧		• Learning walks inform actions • Installation of new lighting complete • External lighting at entrance points • Driveway lighting **Next Steps ;** • Ensure actions identified following the review of HCC Environmental Advice re VI (Sept 2025) is implemented notably regarding railings, steps and signage.
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?		🟧		• Acoustics considered in all works • Sound Systems in place as needed for Hearing Impaired Pupils **Next steps** • Rolling programme of refurbishment to continue
Is furniture and equipment selected, adjusted and located appropriately?			🟩	• Furniture and layout adapted to meet needs of all learners and reviewed at least annually

Section 3: How does your school deliver materials in other formats?

Question	RAG Rate			Notes
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?			🟩	• Adapted as appropriate
Do you ensure that information is presented to groups in a way that is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?			🟩	• Repeating statements and instructions • Formats reflect need • Additional support and pre teaching as required • Visual, kinaesthetic and audio support
Do you have the facilities such as ICT to produce written information in different formats?			🟩	• Access to County support • Google translate on website • Translators used as appropriate
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?			🟩	• Training provided as appropriate

Self-Evaluation Audit - Premises

Question	RAG Rate			Comment
Is there visitor parking within the school site? If yes, does it include parking bays for disabled drivers? If no, can a vehicle get close to the main entrance to allow a disabled person to be dropped off?			🟩	• Disabled bay marked out • Re marked bays in main car park
Is the access route from the site entrance suitable for wheelchair users? If there are ramps/steep gradients on the route are they suitable for wheelchair users?			🟩	• Kerb issues on crossing to Infant School addressed in former plan
Is there level Access to the main school entrance? Is the main school entrance suitable for wheelchair access? Can a wheelchair user open the entrance door independently? Does the reception counter have max 800mm height? An induction loop for hearing aid users? Seating with arm and back support?		🟧		**Next steps** • Ramps into all doors • Front door heavy to open for adolescent wheelchair users • Hearing aid loop to be explored

Question			Notes
Do routes between buildings provide independent access for wheelchair users?		🟧	**Next steps**: • Ref notes above on garden and woodland access
What proportion of building entrances have level access for wheelchair users?		🟧	• 100% ramped access into main building, small 'lips' on exits to playgrounds • Ramps into all classroom from field required
How easy is it to adapt entrances that are not currently wheelchair accessible?		🟧	• Outer doors replaced to ensure wheelchair accessible and ramps installed • Small lips remain on exit to playgrounds and needs to be addressed
Is there level access to all unique outdoor areas?		🟧	• Playgrounds as above • Funding applied for pathways to outdoor areas
Does your school have a WC that meets criteria? Unisex Cubicle size 1.5m wide x 2m deep (preferred 2.2m deep) Outward opening door with minimum 850mm clear opening width Unobstructed space to at least one side of pan for transfer from a wheelchair A wash hand basin with lever type tap within reach of seated position on pan Easily distinguished emergency alarm pull cord extending to the floor		🟩	• Accessible toilet fully refurbished and hoist installed • (inner opening door as accessed via main corridor)
Is there an automatic fire alarm? (Smoke detectors linked to fire alarm?) What proportions of your building/s are easy to evacuate by wheelchair users?	🟧		• Smoke detectors linked to fire alarm **Next Steps** • Need to address lips on exits to playgrounds
Does your emergency evacuation plan include a strategy for evacuating disabled pupils, staff, visitors and community users? If you have upper floors are there means to ensure the evacuation of people with mobility impairments?		🟩	Accessibility to upper floor via fire door in staffroom Personal Emergency Evacuation Plans (PEEPs) in place for individual wheelchair user **Next steps:** • Consider bid for replacement of stairs to offices and kitchen
Are internal circulation routes adequate for wheelchair users?	🟧		• Classroom doorways accessible for adolescent wheelchairs • Consideration to adaptation to ensure access for all
What proportion of teaching areas including library, ICT, music/drama, hall and stage are accessible for wheelchair users?	🟧		• All with the exception of the stage
How practical is it to adapt and existing level changes?	🟧		• Survey to be commissioned and funding streams sought.
What proportion of doors into teaching areas is suitable for wheelchair users?	🟧		• As above plus all classrooms accessible to adolescent wheelchairs

Access Plan

	Targets	Strategies	Outcome	Goals achieved
Completed Actions	Complete refurbishment of Disabled toilet to incorporate hoist and table	Relocation of cleaning cupboard to enable works to be complete	Disabled toilet is fully accessible and meets the needs of all learners	
	Install ramp to an outer classroom door enabling 2 way access	Install permanent ramp outside classroom (rolling programme of works)	Classroom exits fully wheelchair accessible	
	Replace signage at the back of the school	Signage will be relocated and clear following installation of perimeter fence	Clear signage at rear entrance to site to reception	Additional lighting on back paths has also being installed – Summer 2025
Ongoing/Short Term (2025/26)	Weekly year group meetings to evaluate the effectiveness of interventions and impact on learning	Introduction of weekly year group meetings	Individual support regularly reviewed and adapted to meet needs	Additional opportunities have been identified for teachers and TAs to meet
	Continue to identify training opportunities in accordance with SEN learners needs	TA self-review	Training provided to support the integration and inclusion of all learners	On going Training from InCo and partner agencies including DESC, HfL, S and L and OT)
	Review and update emergency evacuation plans in regard to learners and those with physical disabilities	Discussion with all staff , inclusion and H and S Governor	Clear evacuation plans understood by all staff, learners and visitors	Annual Review as part of H and S audit Individual Evacuation Plans in place
	Continue to review the wider curriculum with a particular focus on celebrating our diverse society through curriculum books and learning experiences	Subject Leader Reviews Analysis of Enrichment activities and themed days. Pupil Voice	A rich curriculum is delivered that reflects the world in which we live	Continued review
	Annual review SEND policy to consider curriculum accessibility to all	Review policy in accordance with all guidelines and advice	Updated policy reflecting and promoting inclusive practice and equality of opportunity	Policy updated annually
	Complete actions identified in the review of HCC Environmental Advice re VI	Painting of slab edges and railings on the platform to the field, source and affix toilet signs and glass stickers	Environment remains compliant with the latest advice and guidance.	

	Targets	Strategies	Outcome	Goals achieved
Medium Term 2025/27	Widening of doorway from library to hallway	Complete rolling programme of works	All rooms wheelchair accessible from the corridor	
	Accessibility to Garden	Complete review of usage of area to include review of school's sustainability plan	Next steps identified and funding streams explored	
Long Term Actions 2028 -	Lowering of entrance intercom system and installation of hearing loop	Funding streams to be accessed	Improved reception facilities	
	Access to upper floors improved	Funding streams to be accessed	Access to all areas within the school to all learners and visitors	External access in place via staffroom. Look to fund internal access
	Widening of doorway from library and corridor	Complete rolling programme of works	All rooms wheelchair accessible from the corridor	