



Disability Access Plan – Hampton Hargate Primary School

Improvements up to September 2025		
Action	Progress/Notes	Achieved?
Physical Environment		
Look at the Year 2 areas and ensure they are accessible for everyone currently in the Year group. Including the toilets.		
Look at ramps needed for Year 4 areas for wheelchair access.		
Access to the Curriculum		
Timetabled teaching support for children to receive one-to-one tuition.		
To ensure that the curriculum is accessible to all. To carry out audits of the curriculum.		
To ensure that all staff members (including TA's, mid-day supervisors and play leaders) have the skills necessary to support pupils with SEND. Whole staff training on a needs basis as required. Ensure individual staff (TAs, teachers) are sent on appropriate training/CPD to enable them to support specified children.		
To ensure that all school trips (day trips and residential) include children with SEND. Needs of SEND children are incorporated into planning and risk assessment for children with SEND.		
Review and evaluate how pupils with SEND access lessons and potential. Audit ICT resources to ensure needs are met. Audit classroom layout to ensure accessibility. Adaptation of resources as needed.		
Ensure budget/time made available to support children who require a modified curriculum.		
Learning aids to be produced. Resources from whole school training made and available for use e.g. dyslexia friendly resources and resources for visually impaired pupils.		
Termly learning support meetings to take place to assess and address pupil		

needs.		
Staff trained to meet individual medical needs of pupils where applicable. EpiPen's, diabetes, asthma, catheter.		
MER progress and attainment of disabled pupils termly (CP) and annually (Statement – if applicable – RAISE and school assessment). Ensure good progress and suitable attainment is being realised		
Disability Discrimination Act Survey (DDAS) Review priorities annually and budget as appropriate. Ensure B priorities are completed within two years if still pertinent.		
<i>DDAS - Ensure site circulation and building corridors were clear of obstructions.</i>		
<i>DDAS - A personal emergency egress plan (PEEP) should be agreed with each disabled pupil and member of staff.</i> Ensure PEEPs are created as required for individual children.		
Ensure the learning environment is accessible for children with sensory impairment. Check for tripping hazards, location of furniture, noise reduction measures in classrooms. Provision of sound systems.		
Ensure accessibility to disabled toilet facilities. Disabled toilets are kept tidy and clutter free. Changing facilities are maintained.		
To ensure that there are no areas in school that cannot be accessed by children with physical disabilities. Handrails to be maintained. Audit layout of corridors and classroom. Ensure future building work caters for physical disability.		
Delivery of Information		
Offer newsletters and other school information in large print if requested.		
Email out and put annual questionnaire on DDA on website		
Ensure School Prospectus is reviewed and updated annually.		
To ensure that staff know whether school information is accessible or not. Audit of staff and knowledge about how information is delivered.		

To ensure that school makes written / audible information is accessible to people with Sensory impairment. Advice to be taken from external advisors/ agencies.		
To ensure that if needed written information is accessible to pupils with visual impairment and any auditory materials are accessible to pupils with hearing impairment. Purchase of Braille machine/ sound system.		
To ensure that the school website is accessible to people with SEND.		
Ensure SEND policy is on the website		
Ensure SEND local offer is on the website		
Create and regularly update Ordinarily available provision. Ensure this is on the website.		