

Carlisle & Hampton Hill Federation



You have the right to protection against discrimination. This means that nobody can treat you badly because of your colour, sex or religion, if you speak another language, have a disability, or are rich or poor.

UNICEF Article 2 Convention on the Rights of the Child

ACCESSIBILITY PLAN

Statutory Policy:	Yes
Source of policy e.g. AfC	The Key Model policy
Date of review:	Dec 25
Date of last review:	Dec 22
Staff member responsible:	Federation headteacher
Governor name & committee responsibility:	Finance & Premises Committee
This policy was ratified by Full Governing Body (if applicable):	
Date next due for review:	Dec 28

Accessibility Plan 2025-2028

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

At Carlisle Infant and Hampton Hill Federation, our values of ambition, belonging, confidence, courage, curiosity, happiness, and togetherness underpin our commitment to equality and inclusion. We hold high ambitions and expectations for all pupils, ensuring that every child is supported to participate fully and achieve across all areas of school life. We are dedicated to identifying and removing barriers for disabled pupils, fostering an environment where every child, parent, staff member, and community member feels welcome, valued, and well-informed. This commitment aligns with National Curriculum expectations and complements our broader policies and plans, reflecting our vision for a cohesive, inclusive community where diversity is embraced and every individual can flourish with confidence and a true sense of belonging.

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.

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents/carers and staff.

2. Legislation and 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.

3. Action plan-this is shown on pages 4-6

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Site information

Carlisle Infant School was built in 1953 and was extended to provide further classroom space in the 1970s and 1990s. It is a single storey building which is fully accessible.

Hampton Hill Junior School was built in 1928 with further extensions in the 1970s. It is a two storey building with a lift. Most of the building is fully accessible however some areas are not accessible due to there being approximately 5 stairs between the SENCo office, Penn room and Garrick Garden. A motorised ramp was installed several years ago but this is now out-dated and cannot be used. This does not impact any of our current pupils or staff. In cases where this could impact parents, alternative meeting spaces are available on the ground floor. There is a separate fully accessible art block building which is where our wraparound provision takes place.

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 governing body/the federation headteacher.

It will be approved by the governing body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

[Health and safety policy](#)

[SEND policy](#)

[Supporting pupils with medical conditions policy](#)

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	BY WHO	BY WHEN	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our federation offers a differentiated curriculum for all pupils.</p> <p>The curriculum is reviewed annually to ensure it meets the needs of all pupils.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Curriculum resources include examples of people with disabilities.</p>	<p>Ensuring the curriculum is fully accessible for SEN pupils and that learning time is maximised.</p>	<p>Federation SENCo and YGLs use the curriculum review to identify any curriculum areas where access needs improving.</p> <p>CPD cycle includes regular opportunities to discuss and learn from colleagues to develop adaptive teaching, resources and provision.</p> <p>Federation SENCo to gather Pupil voice around curriculum access</p>	<p>Federation SENCo and YGLs</p> <p>Federation SENCo/Heads of School and YGLs</p> <p>Federation SENCo</p>	<p>On going</p>	<p>Pupils with disabilities access a full curriculum and make good progress.</p>
	<p>The majority of pupils attend a range of clubs.</p> <p>The majority of pupils attend educational visits and residential trips.</p> <p>Social stories are used to support pupils with trips.</p>	<p>Ensure access to extra-curricular activities for pupils with a disability.</p> <p>Ensure that all school educational visits & residential visits are appropriate and accessible for pupils with learning or physical disabilities.</p>	<p>Track clubs attended by pupils with disabilities. Identify opportunities for accessible and disabled sport/PE.</p> <p>Invite disabled sports people into school as role models.</p> <p>Ensure adaptations are made to trips/residential visits to make these as accessible as possible.</p>	<p>Heads of School</p> <p>Federation SENCo</p>	<p>Termly and on-going</p> <p>On-going</p>	<p>All pupils have access to extra-curricular activities, trips and residential visits.</p>

Improve and maintain access to the physical environment	<p>The indoor and outdoor environment is adapted to meet the needs of pupils and staff as required.</p> <p>Daily walks by the site team ensure any issues are noted and dealt with promptly.</p> <p>Staff are aware of the need to ensure clear walk ways/corridors and that classrooms are calm environments.</p>	Ensure all pupils can be safely evacuated.	<p>Personal evacuation plans in place as appropriate.</p> <p>Train key staff to use the evacuation chair.</p>	<p>Heads of School</p> <p>Federation HT to identify who can provide training.</p>	<p>Spring term 2026</p> <p>Spring term 2026</p>	<p>All pupils can be safely evacuated.</p> <p>Clear plans are in place for evacuation of all pupils.</p>
		Improve site access for disabled pupils and visitors.	<p>Complete accessibility audit at both sites.</p> <p>Identify areas where accessibility could be improved using audit and feedback from parent and staff surveys.</p> <p>Create an action plan for site improvements.</p>	<p>Federation HT,SBM</p> <p>Federation HT,SBM</p> <p>Federation HT,SBM</p>	<p>Spring term 2026</p> <p>Spring 2026 On-going</p> <p>Summer 2026 and on-going</p>	The school is accessible and meets the needs of pupils and visitors.
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible.	To ensure that our information is accessible for pupils with a disability.	<p>Extend use of widget signs throughout school sites as needed.</p> <p>Consider how to ensure pupils with disabilities access pupil surveys to ensure their voice is heard.</p>	<p>Federation SEN team</p> <p>Federation SEN team</p>	Summer 26	Children can access signage and information.
Ensure key school information is accessible to parents and carers.		Review information on the website and in key documents for parents and carers.	<p>Identify needs in the school community and provide information in different formats.</p> <p>Ensure parents and carers are aware</p>	Federation HT/Heads of School	On-going	Parents can access information in accessible formats.

			information can be provided in different formats for them and their child including in large print and in different languages.			
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