



Accessibility Plan

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Date of next Review	October 2025
Reviewed by	SLT
Headteacher	Mrs Georgina Delmonte
Chair of Governors	Mr Christopher Speller

Accessibility Plan

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1. Aims

Schools are required under the Equality Act 2010 ([Equality Act 2010: guidance - GOV.UK](#)) to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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.

Our vision is that at Hilldene Primary School we treat every child and adult as a unique individual with their own abilities, talents and needs. We are committed to providing strong pastoral care, enabling each child to flourish, develop self-esteem and continually strive to be better.

Throughout the school we encourage a positive, determined and resilient approach to learning and aspire for every child's experience of school to be happy and rewarding. We aim to encourage curiosity, develop independence and challenge children's thinking.

We expect our children to show respect to others and, as they progress through the school, to take increasing responsibility for their own actions. A high priority is placed on children learning the difference between right and wrong.

This 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 [Complaints Policy](#) sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff and governors of the school.

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](#).

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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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

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

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> ● Our school offers a differentiated curriculum for all pupils ● We use resources tailored to the needs of pupils who require support to access the curriculum ● Curriculum resources include examples of people with disabilities ● Curriculum progress is tracked for all pupils, including those with a disability ● Targets are set effectively and are appropriate for pupils with additional needs ● The curriculum is reviewed to make sure it meets the needs of all pupils 	<ul style="list-style-type: none"> ● All pupils have access to the curriculum and have equal opportunities. ● All pupils are exposed to resources that represent the school's demographic of gender, race, ethnicity and religion. ● All pupils, including those with a disability, will meet their targets that have been set and make at least expected progress. 	<ul style="list-style-type: none"> ● All members of staff to be aware of the needs of individual pupils and what differentiation is needed to enable pupils to access the curriculum. ● Termly pupil progress meetings are held with year group teachers and members of SLT to analyse progress. ● Year groups to analyse and review all pupil outcomes to ensure the curriculum is meeting the needs of all pupils. 	SLT YGLs SENDCo Class Teachers Learning Support Assistants	<ul style="list-style-type: none"> ● Differentiated curriculum - daily ● Resources - daily ● Progress of pupils - termly ● Teget setting - autumn term ● Curriculum review - half termly 	All pupils with a disability will have access to the curriculum.

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AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> ● Ramps ● Corridor width ● Disabled parking bays ● Disabled toilets and changing facilities ● Library shelves at wheelchair-accessible height ● Classroom layout to enable wheelchair access ● Classroom design (e.g. table/carpet spaces) to support pupils with hearing and/or vision impairment) ● Outside environment to support pupils with hearing and/or vision impairment (e.g. brightly coloured stickers on windows). 	<ul style="list-style-type: none"> ● All pupils have access to all areas of the inside and outside environments and have equal opportunities. 	<ul style="list-style-type: none"> ● All staff to be aware of any environment adaptations ● All staff to be aware of any accessible equipment that is needed to support a pupil/adult. ● Site team to be consulted on any amendments needed to the environments. ● Annual services to be arranged and carried out by the local authority. ● SLT/SENDCo to liaise with the local authority for specialist equipment that may be needed to support a pupil/adult. 	<ul style="list-style-type: none"> ● SLT ● YGLs ● SENDCo ● Class Teachers ● Learning Support Assistants ● Site staff 	<ul style="list-style-type: none"> ● Environment adaptations to be completed when necessary 	<p>The physical environment will be improved and maintained for all pupils.</p>

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AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> ● Large print resources ● Pictorial or symbolic representations 	<ul style="list-style-type: none"> ● All pupils have access to all areas of the inside and outside environments and have equal opportunities. 	<ul style="list-style-type: none"> ● All staff to be aware of any adaptations to resources that may be needed. ● SLT/SENDCo to liaise with the local authority for specialist resources that may be needed to support a pupil/adult. 	<ul style="list-style-type: none"> ● SLT ● YGLs ● SENDCo ● Class Teachers ● Learning Support Assistants ● Site staff 	<ul style="list-style-type: none"> ● Adaptations to information to be made when necessary 	<p>All pupils with a disability will have improved delivery of information.</p>

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 senior leadership team and the Governing Body.

It will be approved by the Governing Body.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- [Equality information and objectives \(public sector equality duty\) statement for publication](#)
- [Special educational needs \(SEN\) information report](#)
- [Supporting pupils with medical conditions DfE guidance](#)