



Hollington Primary School

Accessibility Plan

Revised: April 2024

To be reviewed: April 2027

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Statement of intent

This plan outlines how Hollington Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims 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.
- The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.
- The governing board also recognises its responsibilities towards employees with disabilities and will:
- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.

- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.
- The plan will be resourced, implemented, reviewed and revised in consultation with:
- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

Roles and responsibilities

The headteacher will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.
- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.

- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.
- The SENCO will be responsible for:
- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

The Accessibility Audit

The school will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	Regularly assess student engagement and adjust teaching methods based on feedback and performance.	Conduct regular student engagement surveys, lesson observations, and performance reviews. Adjust teaching methods based on data collected.	Teachers, Curriculum Team, School Leadership	Pupil Voice Weekly. School Council Meetings half termly observations throughout weeks,	<ul style="list-style-type: none"> - All teachers can demonstrate how they have used assessment data to make changes to their teaching methods to better support pupils with disabilities. - Pupil progress data shows an upward trend in the achievement of pupils with disabilities across the curriculum. 	Termly
Medium term	Strengthen communication with parents and guardians to encourage their support in students' learning at home.	Establish regular newsletters, parent-teacher meetings, and develop digital communication platform. Provide workshops on supporting learning at home.	Teachers, School Leadership,	Newsletters half termly, meetings each term, subject workshops planned	<ul style="list-style-type: none"> - Parent and guardian satisfaction surveys indicate a high level of engagement and satisfaction with the school's communication and support. - Attendance at parent workshops and events focused on supporting pupils with additional needs - Feedback from parents and guardians is regularly collected and used to inform the school's accessibility plan. 	Half Termly

Long term	Adapt teaching methods to accommodate diverse learning styles and abilities, ensuring all students can participate effectively.	Provide teacher training on adaptive teaching strategies, use varied instructional methods (visual, auditory, kinaesthetic), and implement personalised learning plans.	Teachers, School Leadership, SENCO	Training each term, ongoing implementation in lessons	<ul style="list-style-type: none"> - All teachers demonstrate the use of at least three new inclusive teaching strategies in their lessons. - Lesson observations show an increase in the active participation of pupils with disabilities in classroom activities. - Pupil and parent surveys indicate a high level of satisfaction with the school's efforts to accommodate diverse learning needs. 	Yearly
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Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	Management does not know if the school's physical environment is accessible	Audit of physical environment	Building surveyors	Spring 2026	School is aware of accessibility barriers to its physical environment and will make a plan to address them	Summer 2027

Medium term	Learning environment of pupils with visual impairments is not accessible	Incorporation of appropriate colour schemes	SBM	Summer 2026	Learning environment is accessible to pupils with visual impairments	Autumn 2028
	Toilets are not accessible	Handrails installed	SBM	Summer 2026	Access to toilets is increased	Autumn 2028
Long term	Children with physical disabilities cannot access school buildings	Construction work undertaken	SBM/building contractors	Summer 2026	School buildings are fully accessible	Autumn 2028

Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Management staff do not know whether school information is accessible	Audit of information and delivery procedures	SENCO, ICT manager	Spring 2026	School is aware of accessibility gaps to its information delivery procedures	Summer 2027
	School does not know how to make written information accessible	Schools seeks advice from external advisors	SENCO	Summer 2026	School is aware of local services for converting written information into alternative formats	Autumn 2028
Medium term	Written information is not accessible to pupils with visual impairments	Provide written information in alternative formats Incorporate appropriate colour schemes when refurbishing and install window blinds	SENCO, ICT manager	Spring 2026	Written information is fully accessible to children with visual impairments	Summer 2027
Long term	School website is not accessible to children with SEND	Audit of website	ICT manager	Summer 2026	Website is fully accessible	Autumn 2028