

Hollingwood Primary School



Accessibility Plan 2025-26

Date policy ratified by the Local Governing Body

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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

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.

Explain your school's principles and values that relate to equality and inclusion here.

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.

Insert information relating to any local authority (LA), trust or federation procedures here.

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, 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](#).

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.

Academies, including free schools, if applicable add/amend: This policy complies with our funding agreement and articles of association.

3. Action Plan

Planning duty 1: Curriculum

The governing body has undertaken an audit to ascertain the degree to which pupils with disabilities are able to access the curriculum. This has been done via pupil interviews and questionnaires and discussions with parents.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Ensure that information provided to school enables careful planning to be carried out in advance of new starters coming into school	Carry out home visits at each transition phase involving teaching staff and the CFSW Collect information to inform planning Signpost families to correct services	Class teachers Child and Family Support Worker	Transition points – particularly June/July and early September	Children who are new to school will have their needs met on entry. Barriers to learning will have been planned for	Summer 2026
	To establish close liaison with agencies who support for health and care needs. Ensure that Healthcare plans are regularly updated	Health care plans to be reviewed and updated very June/July by the CFSW to ensure that they reflect an accurate picture of the child's needs.	CFSW	June/July annually	The collaborative approach taken will lead to all necessary staff being properly trained and able to deliver/ support the care needs of the child	Summer 2026

	All children are entitled to a full and broad curriculum. Without this, children will be denied fair access	Provide; <ul style="list-style-type: none"> • A differentiated curriculum • The use of P levels to assist in the assessment of pupils with SEND • Ensure that staff are trained in effective interventions • Use multimedia activities to support learning styles 	SENCo SLT	Ongoing	Lessons will incorporate to key actions. There will be breadth and balance and children will be offered different media to stimulate learning	Summer 2026
	Review all statutory polices to ensure that they reflect inclusive practice and procedure.	SLT to review checklist and ensure appropriate cross referencing and version numbers	SLT including SENCo	September 2026	All policies will be updated and reflect the Equality Act	Summer 2026
Medium term	Tracking of SEND pupils and regular reviewing of their needs should be developed	SENCo and class teacher to carry out termly reviews Scrutiny of test data and TA to be carried out regularly Regular liaison with parents	Teachers/SENCO	Sept 2026 and ongoing	Assessment data will be clearly and accurately reported upon to SLT and governors. Analysis will be fed into School Development Plan	Summer 2027 and ongoing

<p>Long term</p>	<p>Children with SEND should be able to discuss their learning styles and preferences</p> <p>Ensure that children with additional needs are equipped with appropriate equipment</p>	<p>The school will provide full access to all aspects of the curriculum (where appropriate)</p> <ul style="list-style-type: none"> • Wheelchair access • Screen magnifier • Sticky keys for disabled users • ECaT training • Positive images displayed <p>The school will provide any necessary equipment to enable the pupil to complete tasks in school</p>	<p>Headteacher/ICT Manager/SENCO</p>	<p>Autumn 2026</p>	<p>Pupils with SEND can access lessons</p>	<p>Summer 2028</p>
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Planning Duty 2 – The Physical Environment

	Issue	What	Who	When	Outcome	Review
<p>Short term</p>	<p>To improve the physical environment of the school</p>	<p>The school will take account of the needs of pupils, staff and visitors with physical or sensory impairments when undertaking future improvements or</p>	<p>Building surveyors will support staff and governors to make decisions</p>	<p>Ongoing</p>	<p>School is aware of accessibility gaps to its physical environment, and will make a plan to address them</p>	<p>Summer 2026</p>

		refurbishments of the site and premises	about alterations			
	Ensure that the environment supports the needs of pupils with ADHD and those with dyslexia	Use of yellow paper and screens for dyslexics, to be found in classrooms where appropriate.	SENCo	Ongoing	The environment will support the needs of the currently prevalent group of pupils with ADHD and those requiring support for dyslexia	Summer 2026
	Pupils with SEND need access plans to ensure that they can fully access learning	Undertake a confidential survey of staff and governors to ascertain access needs. Include questions in the pupil questionnaire to ensure that access is considered	SENCo and CFSW	Ongoing	Staff, pupils, visitors will have had opportunity to share their access needs and reasonable adjustments will be made.	Summer 2026
Medium term	Ensure that pupils with medical needs have their needs met	Carry out surveys and questionnaires and identify any training needs	Head teacher to direct CFSW	Ongoing	Pupil specific needs are planned for with effective training and development	Summer 2027
	Ensure that disabled parents have every opportunity to be involved in school activities and events	<ul style="list-style-type: none"> • Utilise disabled parking spaces • Arrange signing assistants for parents who are deaf 	Head teacher	Ongoing	Visitors to the school will feel that they have safe access to the building and are able to access the required information	Summer 2027

		<ul style="list-style-type: none"> Offer telephone calls home for parents who need letters explained 				
Long term	Develop the grounds so that pupils with sensory and physical disabilities can access play	Plan for play provision such as the trim trail and sensory garden to include aspects which take account of need	Consult with surveyor and contractors as required	As and when required	Pupils will benefit from a range of play opportunities	Summer 2028

Planning duty 3: Information

	Issue	What	Who	When	Outcome criteria	Review
Short term	Ensure that parents with sensory impairments have access to information	Use signing support assistants or interpreters where necessary to ensure that information	Head teacher to arrange in liaison with admin staff and SSEN service	As and when necessary	Parents with sensory impairment will feel fully included in meetings, events and activities held in school	Summer 2026
	Ensure that pupils with communication difficulties such as ASD and ADHD have access to information	Develop multi-sensory teaching styles. Ensure that timetables and changes to events are communicated with notice Give clear reasons for changes in advance	Class teachers and SENCo	As and when necessary	Pupils with communication and language difficulties will	Summer 2026

Medium term	Improve access to written information for staff, governors, pupils and parents	Audit signage around school to ensure that that it is accessible and easy to understand	SENCo and SLT	Ongoing	Parents and visitors will say that their needs have been met and that they have been well communicated with	Summer 2027
Long term	Improve record keeping ensuring that awareness of disabilities and difficulties is shared annually and that records on Integris are properly maintained	Information collected about new children to include; records passed to new teacher, learning journeys, meetings recorded, medical forms updated annually, PEPs recorded, Healthcare plans recorded and review dates given Photos of children with significant health problems including allergies to be displayed	CFSW And SENCo	By Summer 2026	Records will be accurately maintained and regularly reviewed. Additional information such as review dates and prompts for reviews will be given	Summer 2028

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 Headteacher.

It will be approved by Local 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
- ✓ SEND policy
- ✓ Supporting pupils with medical conditions policy