



Accessibility Plan

Approving Body	Angelina Brett
Date Approved	September 2024
Review Date	September 2027
Legislation	Equality Act 2010, Disability Discrimination Regulations 2005

This Accessibility Plan will be published on the school website and should be read in conjunction with the following school policies: Behaviour Policy, Curriculum Policy, Emergency Plan, Equal Opportunities Policy, Health and Safety Policy, Academy Improvement Plan, Special Educational Needs Policy



Introduction

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

Key Principles

All disabled children should have equal access to education.

Hilltop Primary Academy has adopted this Accessibility Plan in line with the school's Special Educational Needs (SEND) policy with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged and/or supported.

This plan will run from September 2024 to September 2027

This Accessibility Plan provides an outline of how the school will manage this part of the SEND provision. Please refer to our Special Educational Needs Policy for an outline of our full provision to support pupils with SEND. This can be found on the school website.



The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND.

Progress on these measures will be updated annually and reported to the governing body.

Aims and Objectives

- All pupils to be able to access a full and broad curriculum
- Develop the systems and communication between all stakeholders in providing this curriculum in an appropriate and adapted manner
- Develop the technology pupils have access to support their learning both at school and at home
- Pupils voice to play a key part of the way we adapt and provide for scholars with disabilities

Responsibilities

Hilltop Primary Academy recognises it has a statutory duty to identify and support children with disabilities.

Governing Body:

- To uphold and review the principles of the Equality Policy
- To monitor that all children have equal opportunities to engage and learn, with support provided as appropriate and reasonable

The governing body also recognises its responsibilities towards employees with disabilities and will ensure that persons with disabilities are supported with individual provision as appropriate and reasonable in order that they can carry out their work effectively without barriers.



Senior Leadership Team:

- To ensure that the principles of the Equality Policy are upheld in practice
- To provide appropriate resources to support children with disabilities
- To ensure that appropriate and reasonable adjustments to facilities and practice are made to accommodate children with disabilities where necessary

All Staff:

- To ensure that all children have equal opportunities to engage and learn, with support provided as appropriate and reasonable

Physical Environments –

Entry through reception is fully accessible through the main doors. From reception the corridor is easily navigable. If entering school through the playground, then the entry to school is also fully accessible.

The playground is flat and fully accessible.

There are disabled toilet facilities on site.

There is a car park on site with designated disabled parking spaces.

The Parent – Teacher Partnership

On initial admission into school, parents and carers will be asked about their child's medical needs which will be recorded on the child's file. Our school office team and SENDCo will gather information on these needs from the primary school and will use their advice to plan the provision for the child as they enter



Hilltop Primary Academy. Any noted specific medical requirements or medication will be discussed with the parent and recorded in more detail on Edukey. Information will be reviewed regularly and where necessary children will have a health care plan which will be shared with the appropriate staff.

We will consult with parents if medical situations change or new concerns present themselves or if personal circumstances change.

Please see the 'Supporting pupils with Medical Conditions' policy.

Exams and Access Arrangements

Over the course of EYFS, KS1 and KS2, we will collate evidence of where children require significant additional support in assessment and exams. If the evidence suggests a substantial and long-term issue then we will prepare an application for access arrangements for their year 6 SATs. The evidence will be assessed at the end of year 5 and the application processed in year 6. The evidence over key stage 2 and from their infant school will allow us to paint a picture of need and their normal way of working.

Access arrangements can include a reader, a scribe, a laptop, rest breaks and/or extra time. The arrangements applied for will depend on the child's individual needs that have been apparent across their time in school.

Where a child has an Educational Health Care Plan or a letter confirming a disability, exams arrangements will be made according to their usual way of working without requiring the application process and form.

Inclusion & Equality

We absolutely believe that all children should have a full, broad and balanced curriculum and are given an opportunity to have a breadth of experiences. It is the responsibility of all staff to ensure that children are supported and challenged as appropriate to their individual need.



Action Plan

Aim	Actions	Person Responsible	Date to complete actions by	Success Criteria
Curriculum Increasing the extent to which children with disabilities can participate in the curriculum.	Provide training for staff on skills and knowledge in supporting scholars with SEND and their welfare in the classroom.	SENCo	Staff meetings / briefings through the year.	All staff awareness of children with disabilities
	Curriculum progress is tracked for all pupils, including those with a disability. All targets are set effectively and are appropriate for children with additional needs.	Head teacher, SENCo	Ongoing	Children's outcomes
	Ensure any children with a disability are clearly identified on EDUkey.	SENCo /Assistant SENCo	Ongoing through the academic year.	During QA staff are observed of being aware of understanding, and accommodating, the needs of children with SEND. All staff to read and familiarise themselves with the children they teach with disabilities.
	Appropriate use of technology to assist scholars with their work.	Class teachers, SENCo liaising with specialist staff	Ongoing	Children who require the use of technology will be provided with it during lessons.



	Appropriate use of specialist equipment & resources tailored to the needs of the children who require support to access the curriculum.	Class teacher / SENCo/ liaising with specialist staff	Ongoing	Specialist equipment will be observed being used in relevant lessons.
	Creation of best practice for how to create an accessible classroom including tips for physically impaired children and children with other disabilities.	SENCo	Ongoing	Classrooms will be accessible to meet the needs of children with disabilities.
	The curriculum is reviewed to ensure it meets the needs of all children.	Head, SENCo	Ongoing	SLT will review the curriculum to ensure it is meeting the needs of all scholars.
Environment To improve the physical environment of school to enable children with disabilities to take better advantage of education, benefits, facilities and services provided.	Improve pathways for level surfaces for all children Improve access to areas of the site e.g. field for wheelchair users	Site Manager	September 2024	Trip hazards removed on key routes, improve definition on steps.



Information Improving the availability of accessible information to children with disabilities.	Detailed Individual Health Care Plans to be written for all children with a medical condition. This is to be reviewed annually by parents. Staff are informed of any changes to medical plans as applicable	SENCo / Class Teachers	Annually	Children with medical needs will have an Individual Health Care Plan which has been agreed with parents and reviewed annually.
	Staff to consider seating plans when seating children and base on any needs.	Classroom teachers, TAs	At the start of the academic year and if any new children join the class or a student has a change in need.	