



## Hilltop Primary Academy

### Accessibility Plan

Approving Body	<b>Headteacher</b>
Date Approved	<b>September 2025</b>
Review Date	<b>September 2027</b>
Legislation	<b>Equality Act 2010, Disability Discrimination Regulations 2005</b>

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.

Our School 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 2025 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 will play a key part of the way we adapt and provide for children with disabilities **Responsibilities**

School 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 –**

Our School is a large rectangular building built on one level. It is a fully accessible building, any steps are painted yellow to highlight potential hazards, handrails are also painted yellow.

Disabled users can access the building through double doors and ramps provide full access for wheelchair users. All users benefit from clear signage, 2 sets of toilets for children, a changing room with changing table and two disabled toilets. The school also has a car park with a designated disabled car parking space available.

#### **The Parent – Teacher Partnership**

Parents are asked about their child's medical details on admission and details are recorded on the admission form as appropriate. Details of any medication or specific medical requirements are then discussed and recorded in more detail in the Medicines Log. Information is shared appropriately and reviewed regularly with key staff, parents and the child themselves. Some children may have an individual healthcare plan if their condition/needs are more complex.

We will consult with parents and appropriate experts when a new child with disabilities is seeking admission or if personal circumstances change for a child already on roll.

**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**

<b>Action Plan</b>			
<b>Aim 1:</b> Increasing the extent to which children with disabilities can participate in the academy curriculum			
<b>Objective</b>	<b>Action</b>	<b>Timescale</b>	<b>Responsible</b>
Ensure that children with disabilities are not disadvantaged in PE lessons	Ensure suitable adjustments re made for all children to ensure they have full access to PE sessions.	Review 2027	RB SG AB Primary Stars
Ensure that children with disabilities have the opportunity to go swimming	Liaise with physiotherapists, OT's as appropriate to ensure children with disabilities are able to access swimming sessions.	Review 2027	RB DS External agencies Aqualete
Ensure that all children can participate in off-	Endeavour to ensure that all children are provided with equal opportunity to access the same experiences.	2027	RB AB DS

Site visits to support learning wherever possible	Ensure that the equality Act is considered at all times when planning external and enrichment experiences.		Class teachers
Ensure that ASD children have appropriate support to participate in lessons	Endeavour to ensure that all children are provided with equal opportunity to access the same experiences. Ensure that the equality Act is considered at all times when planning external and enrichment experiences.	2027	RB AB DS Class teachers
Assess the needs of any children with disabilities when they are admitted	SENDCO to liaise with parents and families during the admission process carry out observations to ascertain level of need and additional support.	2027	RB AB DS Class teachers
<b>2024 Review:</b>			

<b>Aim 2:</b> Improving the environment of the academy to increase the extent to which children with disabilities can take advantage of education and associated services			
<b>Objective</b>	<b>Action</b>	<b>Timescale</b>	<b>Responsible</b>
Assess the needs of any children with disabilities when they are admitted	SENDCO to liaise with parents and families during the admission process carry our observations to ascertain level of need and additional support Where appropriate liaise with external agencies to carry out risk assessments of the environment as necessary.	2027	AB DS Class Teachers

**2024 Review:****Aim 3:** Improving information delivery to children with disabilities and their families

<b>Objective</b>	<b>Action</b>	<b>Timescale</b>	<b>Responsible</b>
Assess the needs any children with disabilities when they are admitted	SENDCO to liaise with parents and families during the admission process carry out observations to ascertain level of need and additional support Build strong relationships with all stakeholders upon admission and throughout the child's time at school, ensure communication with families is a key priority	2025-27	AB DS
Ensure that parents and children feel involved and empowered	Continue to ensure that children and families are involved in key elements of the decision-making process when considering enrichment opportunities such as PE and swimming.	2025-27	AB DS Class teachers
Ensure that information is accessible	Information should be available from the schools website and communicated to parents in a timely manner, those who have EAL should be presented with a translation too e.g.: google translate, class dojo to aide communication streams.	2025-27	AB DS Class Teachers
Ensure staff have appropriate professional knowledge and skills to support children with disabilities	Offer training to all staff as necessary and as new needs arise. Check staff knowledge and skills through observation and discussion throughout the academic year.	2025-27	RB AB DS Class teachers

