

Park Hill Primary School

Accessibility Plan 2025 - 2028



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Policy Version Control

Date of Change	Details of Change

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Statement of Intent

This plan outlines how Park Hill 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 Head Teacher and other relevant members of staff.
- Governors.
- External partners.

Key Personnel in Relation to this Policy

Name	Role(s)
Mrs L. Lohan	Chair of Governors
Mrs C. Logan	Head Teacher
Mrs C. Watson	SENDCo/Inclusion Team
Mrs N. Glover	Inclusion Team

1. 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
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The Governing Board 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.

The Head Teacher will be responsible for:

- 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 SENDCo will be responsible for:

- Working closely with the Head Teacher 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 Head Teacher 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.

3. The Accessibility Audit

The governing board 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.

Targets	Strategies	Outcomes	Timeframe	Evaluation
<i>Equality and Inclusion</i>				
To ensure that the Accessibility Plan is an annual agenda item at full Governing Body Meetings.	Ensure the item is on the agenda for FGB Meetings.	Adherence to legislation	Annually	
To continue to improve staff awareness of disability issues	Review staff training needs each September. Provide / arrange training for members of the school community as appropriate.	Whole school community is aware of issues.	Ongoing	
To ensure that all policies consider the implications of disability access.	Consider during review of policies.	Policies reflect current legislation	Ongoing	
<i>Physical Environment</i>				
To ensure that all areas of the school buildings and grounds are accessible for children and adults alike, and to improve access to the	Yearly audit of accessibility of school buildings and grounds. Suggest actions as significance of need	Alterations made to improve access to the school environment.	Audit each Autumn Term Actions ongoing	

school's physical environment for all.	and finances allow. Audit to consider the current needs of both pupils, parents and community stakeholders.			
To improve the school environment for pupils/parents with learning difficulties.	Audit of accessibility of school buildings and grounds by Inclusion Team. Suggest actions as significance of need.	Alterations made to improve access to the school environment.	Audit each Autumn term Actions ongoing	
To improve signage around the school to include the use of Communication in Print symbols	Audit of signage around the school by Inclusion Team Plan written to include: - List of signage needed - Correct symbol use checked	Key signs and directions around the school are written in In-Print symbols	December 2025	All classes have a visual timetable made from symbols on In-Print.
To ensure all disabled people and those with additional needs can be safely evacuated in the event of an emergency.	Ensure there are personal emergency evacuation plans for identified pupils. Ensure all staff are aware of their	All SEND pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event	Review annually	

	responsibilities in evacuation	of an evacuation. PEEPs are created and accessible for identified children. Disabled people in wheelchairs can be evacuated quickly and easily		
Curriculum				
To empower teaching staff and support staff to confidently meet the needs of pupils with a range of SEND.	SENDCo to review the needs of children and provide training and support as appropriate.	Teaching and Support Staff able to enable all pupils to access the curriculum and make progress.	Audit of needs in September each year and a plan of action written.	
To make adaptations to the curriculum to meet the needs of individual learners	Pastoral support, timetable adaptations Individual physiotherapy/OT programmes Speech and language therapy programmes Use of access arrangements for assessment/National tests Liaise with SENDCo to make curriculum changes.	All children can access a curriculum that meets their needs. Progress data increases closer to the national average.	Ongoing	.

To enable pupils with SEND to access out of school activities.	Risk assessments will be undertaken where appropriate Providers will comply with all legal requirements. Inclusion Team to review out of school activities to ensure compliance with current legislation.	Pupils with SEND able to access out of school activities.	Ongoing	
To provide specialist equipment to promote participation in learning by all pupils.	Inclusion Team / Outside Agencies to assess the needs of pupils in each class and provide / recommend appropriate equipment	Children will develop independent learning skills and have greater access to the curriculum.	Ongoing	
To ensure effective communication and engagement with parents	At least termly meetings with parents/carers – Annual Review meetings with SENDCo	Parents will have a greater understanding of how to support their child at home.	Ongoing	
Written / Other Information				
To ensure that all pupils, parents and members of the school community can access information	Written information will be provided in alternative formats as necessary.	Greater parent and school relationship. Children can access school life.	Where required	

	<ul style="list-style-type: none"> - Parent meetings - Written letters 			
To ensure that parents/carers who are unable to attend school due to disability are able to access parent's evenings	<p>Staff to provide information about a pupil's progress by alternative means.</p> <p>Phone calls/Teams meetings.</p>	<p>Greater parent and school relationship.</p> <p>Children can access school life.</p>	Where required.	