

# Holybrook Primary School

## Accessibility Plan



To be reviewed: November 2027

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Ratified by the Governors:

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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.

At Holybrook Primary School, we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

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.

In the preparation of the accessibility strategy, the MAT will have regard to the need to allocate adequate resources in the implementation of the strategy.

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 of pupils
- Headteacher
- SENDCo
- Site Manager
- External partner agencies
- Governors

- MAT Central Team

## 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.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

#### Planning Duty 1: Improving Access to the Curriculum

Target	Current Good Practice	Objectives for next review period	Outcome	Timeframe	Success Criteria
Increase access to the curriculum for pupils with a disability.	<ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum for all pupils.</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum.</li> <li>• Curriculum resources include examples of people with disabilities.</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability.</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs.</li> <li>• The curriculum is reviewed to make sure it meets the needs of all pupils.</li> <li>• Advice sought from specialist outside agencies.</li> <li>• Training delivered by specialists where needed.</li> </ul>	Revised training for staff to support children with medical conditions including but not limited to epilepsy and diabetes.	All staff have a clear understanding of the needs of pupils with a medical need and how to make the curriculum accessible to them.	Annually and when required.	Children with medical conditions are fully included within the school.
		Revised training and advice from external agencies to support pupils with visual or hearing difficulties.	Staff working alongside the children will have a clear understanding of how the curriculum needs to be adapted to meet the needs of these pupils.	When required.	Children with visual or hearing difficulties will have full access to the curriculum.
		Regular training for staff working with pupils with Downs Syndrome.	Staff working with children attend regular Downs Syndrome Support groups to receive training.	Termly, or as when available.	Children with Down’s Syndrome will be fully included in the school.

## Planning Duty 2: Improving Physical Access

Target	Current Good Practice	Objectives for the next review period	Outcome	Timeframe	Success Criteria
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Handrails on stairs</li> <li>• Disabled toilets and changing facilities.</li> <li>• Evac chairs</li> <li>• Sensory spaces and resources</li> </ul>	<p>To provide access to the first floor of the school site through the provision of a lift.</p> <p>For site manager to conduct regular checks of, and maintain resources which support access to the physical environment.</p> <p>Classroom and area risk assessments are carried out.</p> <p>Risk assessments to be completed by SENDCo or Headteacher if a child or staff member has a physical need.</p>	<p>Parents, staff and pupils with physical disabilities will have easily access to the first floor offices and classrooms.</p> <p>Provisions to support access to the site are safe and are in good condition</p> <p>All classrooms and environments are safe for all children and adults.</p> <p>Children and staff with mobility needs are able to move around the school safely.</p>	<p>Building work to commence 2024</p> <p>Ongoing</p> <p>Annually</p> <p>As required, but at least annually.</p>	<p>The building is fully accessible to people using a wheelchair or who have other mobility issues.</p> <p>Good physical access to the school.</p> <p>Good physical access in each classroom / area of the school.</p> <p>Good physical access to the school.</p>

### Planning Duty 3: Improving the Delivery of Written Information

Target	Current good practice	Objectives over the next review period	Outcome	Timeframe	Success Criteria
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources where needed</li> <li>• Pictorial or symbolic representations</li> <li>• Use of assistive technologies such as text-to-speech apps and Clicker 7</li> </ul>	<p>To ensure that written materials are available in different formats if requested.</p> <p>To review documentation on the website to check accessibility.</p>	<p>School are aware of the services that can produce written materials in different formats.</p> <p>ICT Technicians make appropriate amendments to the website.</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>When requested, written materials are provided in different formats.</p> <p>Website is accessible to all.</p>

## 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 the Governing Body, the Headteacher Chris Lloyd and SENDCo Carly Waerea. It will be approved by 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