Hillside Primary

and

Nursery School

A Flying High Trust Academy

Access Policy

September 2026

Contents

1. Aims 2
2. Legislation and guidance 3
3. Action plan 4
4. Monitoring arrangements 8
5. Links with other policies 8

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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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.

Hillside is committed to the equality and inclusion of all learners and we aim to encourage learners to be:

- Effective communicators
- Confident with technology
- Creative and confident with self-belief
- Physically active and healthy
- Responsible and independent
- Motivated to dream for aspirational goals for their future
- Respectful and capable of empathy
- Able to recognise their own strengths and weaknesses and accept these in others

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. These may include:

- Speech and language therapy teams
- Schools and families specialist services including the hearing and visual impairment team
- Occupational therapy support
- Support from the Flying High Partnership

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.

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 disabled pupil faces in comparison with non-disabled pupils. 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.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	• Our school offers a highly scaffolded curriculum for pupils who require it • Enabling resources allow children to feel supported with their learning • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to ensure it meets the needs of all pupils • Staff complete sensory assessments where there are concerns	• To raise the profile of people with disabilities by including them within resources • To improve the provision for children with sensory needs	• Ensure staff use a broad range of images to represent all groups when creating resources • CPD around sensory needs to be delivered to staff • Purchase of additional sensory equipment • Sensory 'diets' incorporated into provision for sensory seeking children • Enhanced Provision and Intervention rooms to be established	Class Teachers SENCo SENCo Class teachers Senco	Ongoing Dec 2026 April 27 Ongoing September 26	Diversity will be clearly seen in resources and represented around school Staff have a greater awareness of sensory needs Staff will begin to use strategies with their sensory seeking children Equipment will be available to loan out for children with sensory needs Additional rooms will be used to support the needs of identified children

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	• Communication difficulties are identified early by using the Welcomm and/or Speech and Language Links assessments. • School has a speech and language lead. • School use the services of Chatterbox – an independent SAL company – alongside NHS SALT.	• Access to communicatio n is improved	• Complete assessments for all children new into school in EYFS • Ensure speech and language groups are set up and taking place • Refer to NHS SALT when advised	Early years staff for initial screening All staff for ongoing concerns	October 26 September 26 and then across the year Ongoing	More children access speech and language interventions across the year Children receive their entitled SALT

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. • The school is single level • Corridor widths accommodate physical disabilities • We have no need for ramps or elevators • Disabled parking facilities available • Disabled toilets and changing facilities are available in 3 places across school • Automated doors • Field is also accessible	• Continue to ensure all children can access the school's physical environment • Continue to ensure all members of the community can access the school site when necessary (collection of children, viewing performances; external agencies working with children)	• When issues arise, they are brought to the estates meeting and addressed • Provide additional space for members of the community to watch performances	• Site manager/ HT/ Office manager	Ongoing	Children can access all areas of school Members of the community are able to visit school

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability and families with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources or magnifiers for VI children • Makaton symbolic representations • Interpreters used for events and meetings	• Continue to develop signing throughout school	• Sign of the week • Invite interpreters for performances	Megan R Office manager	Ongoing	Increased number of children and adults signing around school. Members of the community access performances and key events

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report