HILLTOP PRIMARY SCHOOL

Accessibility Policy

Key Document Details:			
Author:	Headteacher	**Department:**	Education
Reviewer:	Director of Primary Education	**Version No:**	1.1
Last Review:	July 2026	**Next Review:**	July 2027
Approver:	Executive Team	**Date Ratified:**	25.09.2026

A Beyond SCHOOLS TRUST ACADEMY

Contents

Statement of Equality 3
Introduction 3
Notes 3
Vision and values 4
Aims 4
Involving disabled people 4
The plans 5
Current Accessibility Arrangements: 5
Admissions 5
Access to Buildings and Classrooms 6
Evacuation Procedures 7
Curriculum Access: Teaching, Learning and Assessment 7
Informal Curriculum 8
Information for Pupils and Parents 8
The Accessibility Plan 9
Management of the Plan 9
Equality Impact Assessment 10

Statement of Equality

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Introduction

The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

Schools and Local Authorities have to carry out accessibility planning for disabled pupils. The duties are the same as those in the previous Disability Discrimination legislation and have been replicated in the new Act.

Our school's accessibility plans are aimed at:

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

We recognise the need to provide adequate resources for implementing plans and will regularly review them.

Notes

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

Vision and values

We believe that all children and young people have the right to be healthy, happy and safe; to be valued and respected; and to have high aspirations for their future.

Inclusion is the process of taking necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy community life.

Aims

- That all staff are aware of Equalities legislation
- To monitor the students and their participation in the life of the school, for example, patterns of attendance and exclusions, areas of the curriculum to which disabled pupils have limited or no access, the participation of disabled pupils in after-school clubs and trips, parts of the school to which disabled pupils have no or limited access
- To monitor the impact on disabled pupils of the way the school is organised, for example, school policies and practices around the administration of medicines, timetabling, anti-bullying policy, school trips and teaching and learning
- To continually assess the physical environment of the school and accessibility for disabled students and employees
- To continually review the curriculum to take account of disabled students
- To assess the ways in which information is currently provided for disabled pupils
- To scrutinise the outcomes for disabled pupils including exams and end of key stage results and achievements in extracurricular activities

Involving disabled people

We aim to seek:

- The views and aspirations of disabled pupils themselves
- The views and aspirations of the families of disabled pupils
- The views and aspirations of other disabled people or voluntary organisations

The plans

We aim to address the three areas of improving access to

- The physical environment
- Access to the curriculum
- Access to information usually provided in written form

The SEN and Disability Act 2001 extended **The Disability Discrimination Act 1995 (DDA)** to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

The plan sets out the governor's proposals to increase access to education for disabled pupils in the three areas required by the planning duties set out in the DDA:

- to increase the extent to which disabled pupils can participate in the school curriculum;
- to improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- to improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Current Accessibility Arrangements:

Admissions

School Governors support the Special Educational Needs and Disability Act (2001) and the Local Governing Body (LGB) is committed to the principle of all children having equal rights of access, if this can reasonably be provided.

The admission of a child with Special Educational Needs to the school will be conditional upon:

(a) The parents'/guardians' full disclosure to the school of the child's disability. Appropriate planning by the school, including requests for additional funding, are dependent upon the school having access to all the relevant information

(b) Following the procedures which are set out in any school policies relating to Special Educational Needs e.g. Assessing Children's Educational Needs

(c) The availability of appropriate facilities within the school. These include both physical facilities and reasonable curricular provision

(d) Specific additional funding from SEED, if required

(e) Agreement about the stages for which entry is being offered. This will be dependent upon a review of the child's needs and the evaluation of any difficulties which the child may have in accessing an appropriate education

(f) Acceptance by the parents/guardians that some educational opportunities, which take place off-site may not be available. The above conditions will also apply, if a disability develops during the course of a child's education at the school.

(g) An appropriate space is available within the school.

Access to Buildings and Classrooms

In the main, all areas of the school are accessible by all children and their parents. These areas are detailed below.

Building	Features
Main building	All classrooms have a flat entrance or exit. There is the provision of several disabled toilets. Corridors are wide enough for wheel chairs to be used.
Years 5/6	There is a lift installed for access to the upper corridor, although this cannot be used during fire. A fire evacuation chair is situated at the top of the stairs and staff are trained in how to use this. There is a disabled toilet on this corridor.
Mobile classroom Block	Entrance is via steps. There is no disabled toilet. This is used for group work and after school provision only. Fire Exits are via a short set of steps. These are not suitable for wheel chairs.
Hall	The main entrance is via a few steps, although there are other entrances suitable for disabled access.

	Access to Kitchen Servery is clear and suitable for wheel chair bound pupils.
Swimming pool	This is accessed via a sloped path and has disabled facilities included
Playground	Available for all pupils. Access is available to the front playground. There is a steep slope with a handrail for the larger playground and field.
Field Area	There is a steep slope with a handrail down to the field, but access can be arranged via an external route
Entrance Paths	All clear of steps allowing easy access for all pupils and parents.

Evacuation Procedures

The School's Fire and Evacuation Policy lays down basic procedures for the safe efficient evacuation of the school buildings.

Procedures will be adapted to meet the specific needs of an individual. Such procedures will be discussed with the pupil, parents and/or staff and will be set out in a Personal Emergency Evacuation Plan (PEEP).

Curriculum Access: Teaching, Learning and Assessment

Our aim is that pupils with disabilities should, as far as possible, have access to a full and broad curriculum, similar to that followed by their peers.

As a mainstream primary school we cannot replicate the range of support and resources that a local authority can provide. However, the school successfully supports pupils with a range of disabilities - hearing and sight impairment, physical disability and learning difficulties of varying degrees. Decisions are taken on an individual basis following a full assessment of a child's needs. Such assessment is carried out within the terms of the school's SEN Policy and guidelines on Assessing Children who may have Special Educational Needs.

Access to the curriculum is a key issue for consideration at the stage of admission, transition within the school or when a disability develops. A Health Care Plan for the pupil will address the issue, which will therefore be kept under constant review.

Advice is sought from the appropriate national and local agencies. Support can come in a variety of formats through the school's staged intervention strategy.

- Input from specialist (external) teachers
- Technological enhancements - induction loops, ICT
- Adaptation of teaching materials

The school ICT network provides access to pupils in all locations. Effective use of these facilities can ameliorate difficulties of mobility and sight impairment in particular.

In constructing the school timetable the school will give sympathetic consideration to individual needs. Also, furniture, seating arrangements and the classroom used can be altered to facilitate access and learning. However, the location of specialist equipment may preclude some possibilities.

In conjunction with the school's SENCO, teachers will assess a pupil's need for support with assessment procedures. This will include both internal assessment procedures and external assessment such as those associated with National Tests or national qualifications.

Informal Curriculum

Pupils at the school have always been able to participate fully in the wide range of activities offered beyond the classroom consistent with the limitations imposed by any disability. This has included:

- Outdoor Education
- Sports
- Music
- Clubs and activities
- Excursions and trips

Arrangements for play, recreation and other aspects of a child's social development are incorporated into a child's Educational Health Care Plan.

The suitability of any event and the need for additional support is discussed fully with parents in advance.

Information for Pupils and Parents

Parents are routinely involved in reviewing provision for their child. The child will also be involved depending on their ability and willingness to participate.

Large print format materials are available when required.

If either pupils or parents have difficulty accessing information normally provided in writing by the school such as handouts, newsletters, homework etc, then the school will be happy to consider alternative forms of provision.

The Accessibility Plan

It has been written to ensure that the school identifies and prevents discriminating practices which might disadvantage vulnerable groups by creating or exacerbating inequalities and barriers to learning.

Children with disabilities are a potentially vulnerable group who can be disadvantaged if policies, procedures and practices within the school do not take account of, and seek to remove, barriers which could deny them the educational opportunities available to other children.

Management of the Plan

- The Local Governing Body will be responsible for the strategic direction of the school's Accessibility Plan
- The Local Governing Body will be responsible for obtaining and allocating the funds needed to implement the priorities in the plan
- The Headteacher and the SENCO will be responsible for the day-to-day implementation of the plan

Progress of the plan's priorities will be reported to the Local Governing Body at least once per year.

Parents/ Carers may request a copy of the Accessibility Policy/Plan from the School Office.

Equality Impact Assessment

Who is the policy or process intended for?	Pupils	Employees	Govs/ Trustees	Volunteers	Visitors
	☑	☑	☑	☑	☑
Status of the policy or process:	**New policy or process**			**Existing policy or process**	
	☐			☑	

Analysis				
Protected Characteristic	**Impact analysis**			**Explanation of impact analysis**
	Positive	**Neutral**	**Negative**	
Age:	☐	☑	☐	
Disability:	☑	☐	☐	
Sex:	☐	☑	☐	
Gender reassignment:	☐	☑	☐	
Race:	☐	☑	☐	
Religion or belief:	☐	☑	☐	
Sexual orientation:	☐	☑	☐	
Marriage or civil partnership:	☐	☑	☐	
Pregnancy and maternity:	☐	☑	☐	
Pupil groups (PP/SEN/CLA):	☑	☐	☐	

Evaluation and decision making	
Summary of action taken:	
Final decision:	