



**Accessibility Plan
2025 - 2028**



Holywell Primary School, Upchurch Accessibility Plan 2025 - 2028

*Holywell School is a safe school and follows
Government PREVENT protocols to ensure it stays that way.*

INTRODUCTION

This policy is written in line with the requirements of:

- Children and Families Act 2014
- SEN Code of Practice 2014
- SI 2014 1530 Special Educational Needs and Disability Regulations 2014
- Part 3 Duties on Schools – Special Educational Needs Co-ordinators
- Schedule 1 regulation 51– Information to be included in the SEN information report
- Schedule 2 regulation 53 – Information to be published by a local authority in its local offer
- Equality Act 2010
- Schools Admissions Code, DfE 1 Feb 2012
- SI 2012 1124 The School Information (England) (Amendment) Regulations 2012
- SI 2013 758 The School Information (England) (Amendment) Regulations 2013

CONVENTION ON THE RIGHTS OF THE CHILD

As a school that respects the rights of the children and adults in our school family, community and beyond, we aim for each school policy to adhere to articles from **UNICEF's Convention on the Rights of the Child**.

In this policy, we are working towards the following articles:

Article 23 - We aim for all children, regardless of any Special Educational Needs or Disabilities, have the right to a full and decent life with equal access to an education.

AIMS

We aim to reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

DEFINITION OF DISABILITY

Disability is defined by the Equality Act 2010

The Act protects people from discrimination on the basis of certain characteristics and they vary slightly according to whether the person is at work or using a service.



There are NINE “protected characteristics” employees might have. They are:

Age	Marriage or Civil Partnership	Religion or belief
Disability	Pregnancy and Maternity	Sex (gender)
Gender reassignment	Race	Sexual orientation

There are EIGHT “protected characteristics” of people who use services. These are:

Age (Over 18s only)	Race
Disability	Religion or belief
Gender reassignment	Sex (gender)
Marriage or Civil Partnership	Sexual orientation

PRINCIPLES

Compliance with the Equality Act is consistent with the school's aims and Equality policy, and the operation of the school's SEN policy.

The school recognises its duty under the Equality Act;

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services;
- not to treat disabled pupils less or more favourably (linked to the Behaviour Policy and Whistleblowing Policy);
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage;
- to publish an Accessibility Plan;
- and review annually.

In performing their duties, governors and staff will have regard to the DRC Code of Practice (2014);

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.



THE ACCESSIBILITY AUDIT

The governing board will undertake a regular 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 actions and activity 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 and activity that will be undertaken are detailed in the following sections of this document.

ACTIVITY

This section outlines the main activities which the school undertakes, and is planning to undertake, to achieve the above aims.

a) Education & related activities

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

b) Physical environment

The school will take account of the needs of staff, pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and



refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

c) Provision of information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

d) Disability Access

Currently access can be made via the main front door which is fully wheelchair accessible. There are many other points in the school which have disability access, including the north door to the library, where there is an intercom link to the Office Manager, Challenger building and an external route to all classrooms via the playground pathway.

There are two disability accessible toilets available in the school.

Linked Policies

This Plan will contribute to the review and revision of related school policies, e.g.

- School development plan
- Building and site development plan
- SEND policy
- Equality policy
- Curriculum plans

The plan is also available in the following formats, on request to the Headteacher: e.g. email, enlarged print version.

Holywell Primary School – Accessibility Action Plan

Aim	Priority areas	Actions to be taken	Person Responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Review the curriculum to ensure it meets the needs of all pupils.</p> <p>Tailor resources to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources to include examples of people with disabilities.</p> <p>Curriculum progress tracked for all pupils, including those with a disability.</p> <p>Target setting appropriate for pupils with additional needs.</p> <p>Training for staff on increasing access to the curriculum</p> <p>Out of school activities and enrichment opportunities are planned to ensure reasonable adjustments are made to enable all pupils to participate</p>	<p>Pupils to be provided with appropriate and additional resources and support inclusion including but not limited to:</p> <ul style="list-style-type: none"> - SALT - OT - Sensory circuits - Visual aids - Overlays/ coloured paper - Enlarged reading materials - Chromebooks - Pencil grips, Move and sit cushions, Sloping desk tops, Privacy screens - Fiddle toys - Pastoral support <p>Outreach support accessed through STLS</p> <p>High Needs funding in place until it changes to the localities model.</p> <p>Ongoing CPD for staff eg Speech and Language</p> <p>Medical needs training in place eg Epipen, asthma, Intimate care</p> <p>Strategic deployment of staff to deliver interventions</p> <p>Increased access to technology/ICT eg voice activated text</p> <p>Access arrangements for National tests and 11+ selection tests</p>	<p>SENCO</p> <p>EVC</p> <p>AHT</p>	<p>Ongoing and responsive to need</p>	<p>Increased access to the curriculum and raised confidence of staff in delivering a broad and balanced curriculum for all</p> <p>Needs of pupils are met</p> <p>Positive impact of pupil progress</p>



		Risk assessments undertaken where required			
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> - Disabled parking bays - Safe pathways - Ramps - Accessible toilets in both buildings and care suite in the main building - Emergency systems to have visual as well as auditory alarms - All internal doors accessible for wheelchairs 	Carry out accessibility audit. Report back to LGB prior to financial planning in the summer term. Consider whether there is CIF bid potential and create bid as necessary.	SENCO HT LGB	September 2025 and then ongoing	Pupils and parents with disabilities feel their access to the school in all aspects is appropriately provided for. (Pupil & Parent voice)
Improve the delivery of information to pupils with disability	Understand the needs of pupils and ensure information is available in relevant formats eg: <ul style="list-style-type: none"> - Large print - Braille - Pictorial or symbolic representations <p>Ensure signage is suitable for non-readers, is clear and well situated</p>	All pupils have access to resources and support in class Newsletter emailed to parents/carers – work to ensure this is also accessible in auditory format by July 2023 Key content published on website with option for translation available	SLT Monitored by LGB	In place and ongoing	Governor monitoring shows how pupils are catered for All parent/carers will be up to date and well informed of school information

Signed.....  (Chair)

Signed..... (Headteacher)

Date...March 2025.....

Date...March 2025.....