

# Accessibility Plan

Holme Slack Community Primary School



<b>Approved by:</b>	Keith Manogue	<b>Date:</b> 10/10/2025
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<b>Last reviewed on:</b>	06/10/2025
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<b>Next review due by:</b>	06/10/2026
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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.

We aim to create a stable, caring and happy environment in which learning can take place. We encourage each individual to reach their full potential and to take their place as an individual in our multi-cultural society, aware of their rights and responsibilities. **‘Our Children Can Achieve’**

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.

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 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.

This policy complies with our funding agreement and articles of association

### 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	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ol style="list-style-type: none"> <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>Redcat soundfield systems in classrooms for HI children</li> <li>Access to coloured SEN exercise books</li> <li>Personal Learning Plans for children who are on the SEN register</li> <li>All staff have had training for EAL, ADHD, PDA, ASD, hearing/visual impairment and continuing development through school.</li> <li>Give children alternative methods of recording their work, eg. Speech-to-text, use of laptops/tablets and mind-map.</li> <li>Awareness raising among all pupils about disability and inclusion through PSHE, Assemblies and awareness days.</li> </ol>	<ol style="list-style-type: none"> <li>Develop adaptive teaching techniques across the school to meet a range of needs (auditory, visual, kinaesthetic)</li> <li>Create sensory profiles for children on SEN register</li> <li>Enhance quiet spaces around school that mirror our dedicated sensory room.</li> <li>Training in assistive technologies and AI for all teaching and teaching assistants. Eg screen readers, magnification software and voice recognition tools</li> </ol>	Deputy Head / Assistant Head and SENCO	Spring 2026	<ol style="list-style-type: none"> <li>All teaching staff receive CPD in adaptive teaching strategies. Lesson observations and learning walks will show evidence of differentiated approaches catering to auditory, visual, and kinaesthetic learners in 100% of classrooms by end of academic year. Pupil voice surveys will show an improvement in students with SEND reporting that teaching methods help them access learning effectively. Planning documentation includes reference to varied learning styles and adaptive techniques in all subject areas.</li> <li>All pupils on the SEN register will have an up-to-date sensory profile. Profiles are created in collaboration with teachers, support staff, parents/carers, and where appropriate, the child. Sensory profiles are readily accessible to all staff working with the pupil, including supply staff. Annual reviews include updates to sensory profiles based on changing needs or staff feedback. Evidence of sensory profiles being used to inform planning and provision (e.g., classroom seating, transitions, resource use).</li> <li>At least three new quiet spaces established in different areas of the school (e.g., KS1 corridor, upper KS2, playground) by mid-year. Quiet spaces include features from the sensory room (e.g., low lighting, soft furnishings, fidget tools, visual calm-down aids).</li> <li>All teaching and support staff complete a training session in assistive technology and AI tools. Classroom audits show evidence of technology being used by students who benefit from it (e.g., screen readers used independently by pupils with VI). SENCo or computing lead monitors uptake and provides follow-up support where needed.</li> </ol>
			Pastoral Learning Mentor	Autumn 2025	
			Pastoral Learning Mentor	Autumn 2025	
			Assistant Head	Spring 2026	

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<ol style="list-style-type: none"> <li>1. All entrances to the building have access via a ramp.</li> <li>2. All classrooms are on ground level.</li> <li>3. Most classrooms have door widths which are accessible, and use of classrooms can be rotated to meet pupils' needs.</li> <li>4. We have an open-door policy with health professionals who support our children and seek to collaborate with said professionals and parents.</li> <li>5. Disabled car park spacing available</li> <li>6. Personalised evacuation plans for children with physical difficulties</li> <li>7. The school is also committed to ensuring full accessibility in any future new build.</li> <li>8. Dedicated 'Sensory Room' for children with Special Educational Needs and Disabilities and small quiet calm learning spaces.</li> <li>9. Dedicated SERF for HI Children.</li> <li>10. Customised equipment in classrooms for HI children</li> <li>11. Red light in toilets for HI children in case of fire.</li> <li>12. Height adjustable table within school to suit specialist chairs</li> </ol>	<ol style="list-style-type: none"> <li>1. Access to the rear of school to be improved with ramp access.</li> <li>2. Access to our reception class via their play area improved with ramp access.</li> <li>3. Forest school area to make accessible for wheelchair access and clear pathways to be in place to ensure wheelchairs can freely move through the forest school area.</li> <li>4. Disabled access to toilet facilities</li> </ol>	<p>Headteacher</p> <p>Headteacher</p> <p>Headteacher / Outdoor learning lead</p> <p>Headteacher</p>	<ol style="list-style-type: none"> <li>1. When / If required</li> </ol> <p>Will be implemented if a pupil with physical needs requires access – reviewed annual</p> <ol style="list-style-type: none"> <li>2. When / If required</li> </ol> <p>Reviewed annually or when needed</p> <ol style="list-style-type: none"> <li>3. When / If Required</li> </ol> <p>Considered in ongoing site improvements and implemented if required.</p> <ol style="list-style-type: none"> <li>4. When/ if required</li> </ol> <p>Upgraded if pupil needs arise: regularly reviewed</p>	<ol style="list-style-type: none"> <li>1. Access to the rear of school via the side entrance without having to go on the field</li> <li>2. Access to the resources for outdoor provision in Reception class</li> <li>3. Accessibility to our wonderful forest school area</li> <li>4. Access to toilet facilities</li> </ol>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	<ol style="list-style-type: none"> <li>1. Internal Signage</li> <li>2. Access to large print resources</li> <li>3. Visual Timetables</li> <li>4. Use of class dojo for communication with parents/ carers who English is an additional language for translation.</li> <li>5. We include sign language in our assemblies, we have staff trained in BSL 3x level 1, 2x level 2 and a level 6</li> </ol>	<ol style="list-style-type: none"> <li>1. Ensure key school documents are available in accessible formats on request.</li> <li>2. Introduce assistive technology for pupils who would benefit</li> <li>3. Gather feedback from pupils with SEND about how accessible information is in school, and use this to shape future practice</li> </ol>	<p>Office</p> <p>Assistant Head / SENCO</p> <p>SENCO</p>	<p>Spring 2026</p> <p>Spring 2026</p> <p>Spring 2026</p>	<ol style="list-style-type: none"> <li>1. Parents/carers know how to request alternative formats and they are actioned in a timely manner. Help communication.</li> <li>2. Pupils to demonstrate an increased independence with accessing information and staff are confident using.</li> <li>3. Feedback collected from pupil voice and improvements put in place to benefit the children.</li> </ol>

**Additional Notes:**

The school is committed to ensuring all areas are accessible for pupils with physical disabilities, including those currently on roll. Accessibility of the physical environment is reviewed regularly, and adaptations will be implemented as necessary to meet the needs of pupils. This ensures compliance with the Equality Act 2010.

## 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 headteacher  
It will be approved by the governing board

## 5. Links with other policies

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

- Health and safety policy
- Equality Policy
- Inclusion Policy (inc SEND policy and information report)
- Supporting pupils with medical conditions policy