Accessibility Plan

Hillborough Infant and Nursery School

Owned and Written by: G Fallon, SBM Key Stakeholders	**Date:** March 2026
Approved by: Full Governing Body	**Date:** March 2026
Next Review:	**Date:** March 2029
This policy has been updated to reflect the General Data Protection Regulation (GDPR) and Data Protection Act 2018, and it supersedes the HM Government Information Sharing Guidance for Practitioners and Managers published in March 2015.	

Contents

1. Aims 3
2. Legislation and guidance 4
3. Action plan 12
4. Monitoring arrangements 15
5. Links with other policies 15

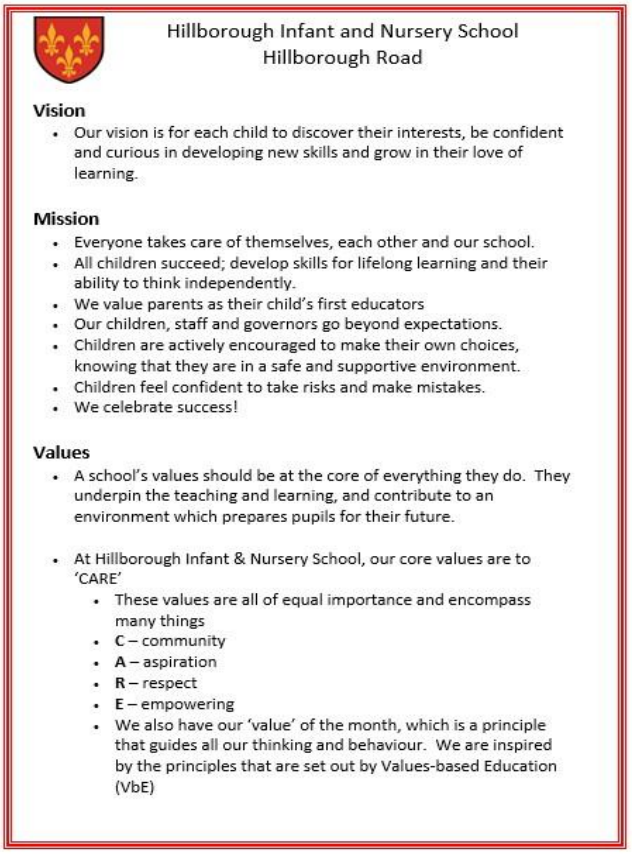
1. Aims

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.

Our vision, mission and values are shared below:



Hillborough Infant and Nursery School
Hillborough Road

Vision

- Our vision is for each child to discover their interests, be confident and curious in developing new skills and grow in their love of learning.

Mission

- Everyone takes care of themselves, each other and our school.
- All children succeed; develop skills for lifelong learning and their ability to think independently.
- We value parents as their child's first educators
- Our children, staff and governors go beyond expectations.
- Children are actively encouraged to make their own choices, knowing that they are in a safe and supportive environment.
- Children feel confident to take risks and make mistakes.
- We celebrate success!

Values

- A school's values should be at the core of everything they do. They underpin the teaching and learning, and contribute to an environment which prepares pupils for their future.

- At Hillborough Infant & Nursery School, our core values are to 'CARE'
  - These values are all of equal importance and encompass many things
  - **C** – community
  - **A** – aspiration
  - **R** – respect
  - **E** – empowering
  - We also have our 'value' of the month, which is a principle that guides all our thinking and behaviour. We are inspired by the principles that are set out by Values-based Education (VbE)

The plan will be made available online on the school website, premises, 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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents/guardians, staff and governors.

This plan sets out the proposals of the Governing Body of Hillborough Infant & Nursery School to increase or maintain access to education for disabled pupils in the three areas required by the planning duties of the Equality Act 2010:

- Increasing the extent to which disabled pupils can participate in the school curriculum, expanding the curriculum where necessary, to ensure that pupils with a disability are as equally prepared for life as are able bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure or cultural activities or school visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
- Improving and maintaining access to the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improving the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within reasonable timeframes

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.

Accessibility Plan – Identifying Barriers to Access

The Accessibility Plan will run on a three-year cycle and follow the planning process outlined below. If necessary, Hillborough Infant & Nursery School will carry out interim reviews within the three-year cycle to ensure that the needs of new members of our school community are catered for.

IDENTIFYING BARRIERS TO ACCESS: A CHECKLIST

This checklist comprises of three sections. In the first, you are asked to consider whether the school environment in which you work is designed to meet the needs of all pupils and/or visitors, including those with SEN and/or disability. The second and third sections should be used to identify how your school delivers its curriculum and provides written materials in alternative formats and to provide a clearer picture of the barriers to access that exist in the school culture. This list is not exhaustive.

1= yes - completely, 2 = almost - working towards meeting the guidance, 3 = partially, 4 = not yet considered.

Physical Access	**Score**	**Evidence / Action**
Are your classrooms optimally organised for disabled pupils?	*2*	*Most classrooms accessible and adaptions are made as necessary e.g. change of height or coat hook or access to resources to meet the needs of a child with physical impairment*
Does the size and layout of the areas including all academic, sporting, play, social facilities-classrooms, the assembly hall, library, playgrounds allow access for all pupils	*2*	*The majority of the school layout allows access to and from a variety of ways. Small pockets of challenge around wheelchair access and manoeuvrability. School carpark has a disabled space and meets the needs of disabled stakeholders.*
Can pupils that use wheelchairs or mobility aids move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers	*3*	*Currently there are no pupils on roll that use a wheelchair* *Some doors are heavy or have fob access and would require support for a young wheelchair user.* *Some fire doors have stops on them.* *Majority of disabled toilets are fully accessible for wheelchair users.* *Majority of school entrances/exits have ramps*

Are pathways of travel around the school premises and parking arrangement safe with routes logical and well signed	*3*	*Parking signs need to be clearer.* *Pathways around the school building need to be reviewed by the Local Authority as some areas are becoming a trip hazard.* *New signage has been erected at the Corncastle Road entrance.*

Are emergency and evacuation systems set up to inform all pupils, including pupils with SEN and disabilities, including alarms with both visual and auditory components	*2*	*Alarms meet auditory needs.* *Lockdown alarm is also visual as auditory.*
Are non-visual guides used, to assist people to use the buildings	*4*	No stripes on steps and other potential hazards. Explore the feasibility of including braille around school.
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		*No*
Are areas to which pupils should have access well lit?	*1*	
Are steps made to reduce background noise for those pupils with sensory needs such as considering a rooms acoustics and noisy equipment?	*3*	*All classrooms have some carpet* *Consideration – improvement on acoustics for those with sensory needs e.g. ASD*
Is furniture and equipment selected, adjusted and located appropriately?	*1*	*Different years have different sizes appropriate for age group.*
Are quiet rooms/calming rooms available to children who need this facility?	*2/3*	*Well-being room* *Consideration – exploration of another calm room to support increasing numbers of children with sensory needs*

Are car park spaces reserved for disabled people near the main entrance?	*2*	*School currently has one space and that is near the entrance of the school*
Are there any barriers to easy movement around the premises and to the main entrance?	*1*	
Are steps needed for access to the main entrance? Y/N	*1*	*No- flat access to main entrance.*
Is it possible for a wheelchair user to get through the Headteacher's door unaided? Y/N	*3*	*Would need a member of staff to open doors but when this done this is wide enough.*
Do all internal doors allow a wheelchair user to get through unaided?	*3*	*The width is fine, though double doors would need to be opened in some cases. The weight of fire doors could cause a problem.*
Do all the corridors have a clear unobstructed width of 1.2m?	*3*	*Not all corridors are 1.2m wide. Corridors would be accessible with some furniture moved out of the way, chairs tucked in etc.*
Does the school have a wheelchair accessible toilet?	*1*	*Yes x 2*
Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?	*3*	*They would struggle in some cases without assistance.*

Access to the Curriculum	**Score**	**Evidence / Action**
Do you provide disability awareness training to enable all staff to understand and recognise disability issues?	*3*	*Induction is provided by the SENDCo Consideration – whole school CPD on a yearly basis.*
Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?	*1*	

Is teaching and the curriculum appropriately adapted/scaffolded to meet individual needs so that children and young people make good progress?	*2*	
Are there a variety of activities planned for and implemented, including discussion, oral presentation, writing, drawing, problem solving, use of library, audio-visual materials, practical tasks and information technology?	*1*	
Do lessons provide opportunities for all pupils to achieve and succeed?	*1*	
Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example some forms of exercise in physical education?	*1*	*This would be organised on a case by case basis. Reasonable adjustments and adaptations will be made as necessary.*
Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?	*2*	*In most cases, raising the profile of SEND and inclusion is ongoing.*
Are all staff encouraged to recognise and allow for the additional time required by some pupils with disabilities to use equipment in practical work?	*1*	*Where applicable - access arrangements shared with all staff.*
Do you provide access to appropriate technology for those with disabilities?	*1*	*Where needed.*
Are school visits made accessible to all children and young people irrespective of attainment or disability?	*1*	*Due to current staffing, school have organised visits by a wide range of areas to school*

Are there robust transition arrangements for pupils coming into and leaving the school, (including transition into Early Years and transition to junior school)?	*2*	*Visits and communication at all transition points with key staff.* *Connection and meetings held with feeder schools.* *Meetings and transition opportunities with HJS*
Are there high expectations of all pupils' behaviour?	*1*	*Regular resetting of expectations*
Are pupils equally valued?	*1*	*Linked to our school values.*
Are School policies reviewed, updated in accordance with legislation and shared with all stake holders e.g. Anti-bullying, SEND policies, health and safety, Behaviour etc	*1*	

Information Access	**Score**	**Evidence / Action**
Do you provide information in simple language, symbols, large print, on audiotape or in braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	*1*	*It could be made available if/when appropriate.*
Do you ensure that all information is presented to groups in a way, which is user friendly for people with disabilities eg. by reading aloud, overhead projector and describing diagrams.	*2*	*In place for pupils and adapt as necessary. Could be developed further. In regard to parents, this is an area to consider further.*
Do you have facilities such as ICT to produce written information in different formats?	*2*	*School uses communication in print and other tools for children.* *Consideration – new technology plan will also take into consideration the needs of SEND*

Do you ensure all staff are familiar with technology and practices developed to assist people with disabilities?	*2*	*Access relevant training and support as necessary.*

3. Action plan

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

Accessibility Plan Key Recommendations

Physical access	*Ensure that the environment allows for optimum access for all pupils and stakeholders – eg clearly visible access, risk assessments when needed, reasonable adjustments as required due to layout of building.*
Examples of current good practice	The environment is adapted to the needs of pupils as required. This includes: ● Ramps, Corridor width, Disabled parking bay, Disabled toilets and facilities, Resources at height appropriate to meet needs
Curriculum access	*Continued training and professional development for staff around SEND including specific training when individual needs occur (including health needs)*
Examples of current good practice	Our school offers a differentiated curriculum for all pupils; We use resources tailored to the needs of pupils who require support to access the curriculum; Curriculum resources include examples of people with disabilities; 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 make sure it meets the needs of all pupils
Information access	*Ensure staff are aware of communication needs of parents and guardians, and this is considered when communication is sent out and relevant support is put in when needed.*
Examples of current good practice	Our school uses a range of communication methods to make sure information is accessible. This includes: ● Internal signage, Large print resources, pictorial or symbolic representations and Widgets

Access Plan- Physical Access

Target	Who	Timescale	Outcomes/Success criteria	Complete (date)
Children with physical disabilities have optimum access to the curriculum through risk assessment so that reasonable adjustments/ arrangements can be made.	SENDCo/ Premises manager	As needed	Risk assessment undertaken where children are physically disabled in some way School has a clear understanding of any child's physical accessibility needs to ensure optimum access to the curriculum ***Reasonable*** adjustments are made as needed	
Increase communication methods on signs	Premises manager/ SENDCo	Sept 25	The building can be navigated with ease without the use of written words.	
Ensure furniture is positioned to enable children with PI or other to access fully	Premises Manager/ Staff	ongoing	All children, including those in a wheelchair, can access and navigate around the school building with ease and access relevant resources matching to their needs Personal Plan to be completed as needed for any children joining with any disabilities/ access requirements.	

Access Plan- Curriculum Access

Target	Who	Timescale	Outcomes/Success criteria	Complete (date)
Continued training and professional development for staff around SEND including specific training when individual needs occur (including health needs)	SENDCo	ongoing	All staff have the appropriate skills to support the pupils in their care. All pupils needs are met	
SEND provision for all pupils is inclusive	SENDCo/ SLT/ Subject leads	ongoing	All pupils receive a broad and balanced curriculum that meets their needs. Systems and structures are embedded.	

Ensure that transition is thorough- Children are well prepared All information is clearly transferred	SENDCo/ Phase Leaders	Summer term 26/27/28	All information is clearly transferred from school to school, setting to school etc. Pupils are thoroughly prepared for their next phase in education.	
Staff are used effectively to support the needs of learners	SENDCo/SLT	ongoing	Staff are allocated based on needs of individuals/ groups/ cohorts Support staff feel confident in carrying out their roles.	
Curriculum and relevant school policies are reflective of the school's commitment to access for all.	SENDCo/ SLT/ subject co-ordinators	Ongoing, yearly and as set out in schedule	Review policies in line with the school's review cycle. Annual curriculum review. Policies reflect the school's commitment to removing barriers to learning.	

Access Plan- Information Access

Target	Who	Timescale	Outcomes/Success criteria	Complete (date)
Ensure access and communication needs for parents are considered and met. This is to include access to support from external agencies	SENDCo/ Classteacher	Summer 26	The best means of communication for all families is established. E.g. translations, BSL or other communication tool All families are communicated with effectively.	
SEND vision clarifies expectations and responsibilities of all stakeholders	SENDCo	Summer 26	SEND vision shared with all stakeholders. Staff are clear on their individual roles and responsibilities	

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 full governing body, stakeholders, Headteacher and SENDCo It will be approved by the 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