

HURST GREEN PRIMARY SCHOOL



Accessibility Plan

Policy for the attention of			
Audience	Key Audience	Optional Audience	Additional/Notes
Senior Leadership Team	✓		
Teachers	✓		
Teaching Assistants	✓		
Administrative Staff	✓		
Lunchtime Supervisors		✓	
Site Manager	✓		
Cleaners		✓	
Governors	✓		
Parents	✓		
Website	✓		
Local Authority		✓	

Responsibility of	Finance & Premises Committee
Review frequency	Every three years
Previous versions agreed	13 June 2022
This version agreed	2 June 2025
Next review date	Summer term 2028

Purpose

To improve access to education for disabled pupils, staff, parents, carers, and visitors in line with the Equality Act 2010, promoting equality, dignity, and full participation in school life.

Legal Background

Under the Disability Discrimination Act (1995) and the Equality Act (2010), schools must:

- Avoid less favourable treatment of disabled pupils
- Make reasonable adjustments
- Increase access to the curriculum, facilities, and information

School Context

- Built in 1969; extended in 2005
- Single-storey, flat site
- 25 external doors: 22 level access, 3 stepped (targeted for future modification)
- All internal doors accommodate wheelchairs
- One disabled toilet
- Full playground and field access
- No wheelchair-dependent individuals currently enrolled or employed, but preparedness measures are in place

Disability Profile

Includes pupils with:

- Learning disabilities
- Autism
- Hearing impairments
- Asthma, anaphylaxis, allergies, and food intolerances

Support Provisions:

- Medical information and care plans centrally managed and accessible
- Trained First Aiders on-site
- Termly SEND reviews and parent collaboration meetings
- Annual feedback from families with SEND

Strategic Aims and Actions

1. Access to the Curriculum

Objective	Action	Timescale	Responsibility	Monitoring
Staff are confident in inclusive teaching strategies	Ongoing CPD including autism, sensory processing, and communication support	Termly	SENDCo / SLT	Training evaluations, staff surveys
Ensure personalised support for learners with additional needs	Create/review Individual Access Plans (IAPs) for all identified pupils	Within 2 weeks of identification	SENDCo	Annual review, lesson observation
Enable inclusive learning environments	Expand use of ICT, SEND software, and auxiliary aids	Ongoing	Class teachers / IT Lead	Pupil engagement tracking
Ensure accessible curriculum enrichment	Ensure all trips and PE are inclusive or provide suitable alternatives	Reviewed per event	EVC / PE Lead	Risk assessments, parent feedback

2. Physical Access Improvements

Objective	Action	Timescale	Responsibility	Monitoring
Maintain and improve site accessibility	Plan for phased modification of 3 stepped external doors	By July 2026	Premises Manager / SLT	Annual premises audit
Provide accessible signage and movement cues	Maintain visual step edging and directional signage	Annual check	Site Team	VI student feedback
Personal evacuation plans in place	Develop or update PEEPs for all who require them	On admission / review	SENDCo / SLT	Fire drills
Provide adaptable IT access	Provide assistive technology for VI/HI students as needed	As identified	IT Lead / SENDCo	Usage logs, pupil voice
Maintain safe evacuation routes	Check all egress routes for accessibility	Termly	Premises Manager	Fire safety audit

3. Accessible Communication

Objective	Action	Timescale	Responsibility	Monitoring
Provide accessible written communication	Offer school information in large print, plain English, symbols, or languages	On request	Office Manager	Records of requests fulfilled
Support accessible teaching communication	Train staff on accessible formats and dyslexia-friendly strategies	Annually	SENDCo	Lesson observations
Ensure digital accessibility	Ensure website and documents meet WCAG 2.1 AA standards	Annual audit	IT Lead	Parent/carers feedback
Support multilingual families	Offer translation services for meetings and documents	As required	SLT / Admin	Family feedback
Create a communication-friendly culture	Use Widgit symbols and total communication tools; structured routines; inclusive aesthetics	Ongoing	All Staff	SLT learning walks, EHCP reviews

Consultation and Engagement

We seek feedback annually from:

- Pupils with SEND through the School Council and EHCP reviews
- Parents/carers via SEND parent forums and annual surveys
- Staff via CPD reflection and staff voice

Findings are used to refine this plan and shape future accessibility initiatives.

Responsibilities

Accessibility is a shared responsibility across:

- SLT (strategic oversight)
- SENDCo (inclusive practice, access planning)
- Teaching & Support Staff (daily provision and support)
- Premises & Admin Staff (physical environment and communication)

Monitoring and Review

- The plan is reviewed annually by SLT and governors.
- Progress is tracked against measurable actions and updated as part of the school's School Development Plan (SDP).
- A full revision is conducted every three years, or sooner if significant changes occur.