



Accessibility Policy

2025 - 2028

Policy Date: June 2025

Approved by: Curriculum Committee

Next review date: July 2028

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.

At Holsworthy Primary School **our vision is working together, growing together, all to flourish.** Based on the bible verse from John 15:5, we believe that God is the vine; God is love. Our Christian vision and values help us foster positive relationships between pupils and between staff and pupils. This is the key to developing good behaviour. These relationships, built on mutual respect and trust, combined with high expectations and simple, clear rules are the foundations for high standards of behaviour.

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. As a CofE VC school and a maintained Primary, we work closely with both the Local Authority and the Diocese. We have included a range of stakeholders in the development of this accessibility plan, including parents/carers, staff and governors of the school.

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.

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 auxiliary aid or adjustments to premises.

ACTION PLAN

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

Increase access to the curriculum for pupils with a disability

Current good practice

- We offer a scaffolded 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 and tracked for pupils with additional needs
- The curriculum is reviewed annually to make sure it meets the needs of all pupils

Action	Success Criteria	Person Responsible	Date to be completed	Barriers to consider
Develop further awareness across the whole to staff to ensure that accessibility is considered for any extra-curricular club or visits.	<p>-Inclusive Offerings: All extra-curricular clubs and visits have documented accessibility considerations.</p> <p>-Improved Participation: Increase in the number of students with additional needs participating in clubs and trips.</p> <p><i>-Ambitious target – support access to community clubs for pupils with complex SEND needs.</i></p>	<p>PE Lead</p> <p>Safeguarding Team & SENDCo</p>	<p>July 2026</p> <p>Sept 2027</p>	<p>Cost of additional adults to support.</p> <p>Cost of additional resources.</p>
Incorporation of awareness-raising for disability and difference in the curriculum, assemblies and long term planning of school events. (linked to Equality objectives)	<p>-For children to experience a diverse range of role models in collective worship, topics, RE and PSHE lessons - celebrating them as individuals and their cultures</p> <p>-There is a realistic and diverse representation of the life today and in the past - especially avoiding inaccurate stereotypes within our curriculum and texts within out classrooms</p>	<p>Personal Development Lead</p> <p>Curriculum Lead</p>	July 2027	-Access to visitors
Further enhance personalised learning through the use of ICT to support the needs of pupils with a disability.	<p>-Pupils with disabilities access personalised learning through appropriate ICT resources (e.g., assistive software, adaptive devices), as evidenced in Learning Plans.</p> <p>-Demonstrable progress in engagement, independence, and/or attainment for pupils with disabilities, supported by data tracking and pupil feedback.</p>	SENDCo	July 2028	-Cost of funding for pupils without an EHCP

Staff are confident in removing all barriers to learning and participation within their lessons.	<p>- A team of experts is developed in school by developing a SEND team.</p> <p>-Staff demonstrate improved ability to identify and remove barriers to learning and participation, as evidenced through coaching, lesson observations, and staff feedback.</p> <p>-Lessons consistently reflect inclusive strategies that support diverse learning needs, with measurable improvements in pupil engagement and participation.</p>	SENDCo	July 2027	
Audit the library to ensure the availability of large font, dyslexia friendly, audio and easy read texts are available	<p>-The library holds a well-catalogued and visible range of large font, dyslexia-friendly, audio, and easy-read texts, meeting the needs of pupils with varying reading abilities and preferences.</p> <p>-Pupils who benefit from accessible formats report improved access to reading materials, supported by borrowing data, pupil voice, and staff observations.</p>	Reading Lead	July 2026	<p>-Funding</p> <p>-Monitoring access</p>
Further development of the curriculum and environment to meet the needs of pupils who require an alternative form of learning to the mainstream class.	<p>-Our alternative learning spaces (The Orchard and The Canopy) are clearly mapped, resourced, and implemented for pupils who require them, with evidence of progress and engagement through personalised planning and assessment.</p> <p>-Designated spaces and resources are available and effectively used to support alternative learning needs, with positive feedback from pupils, staff, and families.</p>	Headteacher SENDCo Orchard and Canopy Leads	September 2025	

Improve and maintain access to the physical environment

Current good practice

The environment is adapted to the needs of pupils as required. This includes:

- Ramps
- Lift
- Corridor width is double buggy or wheelchair compliant.
- Disabled parking bay at the rear of the school.
- Disabled toilets and changing facilities, including a shower.
- Black and white striped visual markings on edges
- Visible tape on the edge of steps.

Action	Success Criteria	Person Responsible	Date to be completed	Barriers to consider
Ensure that the disabled toilet is accessible and free of other furniture and resources so it can be used with ease	- The disabled toilet remains free from stored furniture, equipment, or resources at all times, ensuring it is fully accessible and functional for users with mobility needs.	School Business Manager	September 2025	Storage needs for the school.
Improve physical accessibility to the Reception and Nursery areas by ensuring that entrance pathways are wide enough for wheelchair users and that access panels are positioned at an appropriate height for independent use.	-Reception and Nursery entrances are fully accessible to wheelchair users, with access panels positioned at an appropriate height (typically 900–1200mm from the ground) and pathways meeting minimum width requirements (at least 1200mm, ideally 1500mm for two-way access).	School Business Manager	September 2027	This development will need to be reviewed if and when we develop the Children's Centre Building.
Provide separate access arrangements for parents with mental health needs (e.g. fear of crowds) or physical needs (e.g. fibromyalgia)	-Bespoke, clearly communicated and consistently available alternative access arrangements (e.g. quieter entry points, flexible drop-off times) are in place for parents with mental health or physical needs.	Phase Leaders and Headteacher	September 2025	
Create low stimulus areas within the school environment to support pupils with SEND i.e., ADHD / ASC	<p>-Clearly identified and accessible low-stimulus areas are established within the main school playground and a space within each building, designed with minimal visual and auditory distractions to support pupils with SEND such as ADHD and ASC.</p> <p>-Pupils using these spaces show improved emotional regulation, focus, and readiness to learn, as evidenced by staff observations, behaviour tracking, and pupil feedback.</p>	SENDCo	September 2027	Space and supervised access.
All parents and carers are clearly informed about the location and availability of toilets	-Signage indicating the location of toilet and baby changing facilities is clearly displayed in key areas of the school, and information is			Ensure this aligns with our Safeguarding and Child Protection policies.

and baby changing facilities within the school through updated signage, school communications, and induction materials.	included in parent handbooks, newsletters, and on the school website.			
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Improve the delivery of information to pupils and parents

Current good practice

Our school uses a range of communication methods to make sure information is accessible. This includes:

- Internal signage
- Large print resources
- Induction loops in targeted classes
- Pictorial or symbolic representations (use of Widget)
- Task planners
- Use of coloured backgrounds in books and on displays
- Coloured overlays
- Use of immersive reader
- Access to a translator

Action	Success Criteria	Person Responsible	Date to be completed	Barriers to consider
Ensure our correspondence and website can be accessed and translated if necessary. Consider the use of thebigword	-School correspondence is sent via PDF to enable access on devices. School to look at finding a way to... -All key school correspondence and website content are available in accessible formats (e.g. screen reader compatible) and can be translated into multiple languages using built-in tools or linked services.	Headteacher	2028	-Cost
Create audio versions of key classroom materials and instructions to support pupils with additional learning needs, such as those with visual impairments or processing difficulties.	-Audio versions of key classroom materials and instructions are available and regularly used by pupils with visual impairments or processing difficulties. <i>E.g. Use text-to-speech tools (e.g. Microsoft Immersive Reader, NaturalReader, or built-in device accessibility features) to convert written materials into audio. Record teacher instructions or summaries using simple recording apps or sound buttons and share them via learning platforms or classroom devices.</i>	SENDCo	2027	
Provide signing for pupils and parents with auditory difficulties	-Staff to learn and use Makaton to support with Auditory impairment. -Staff to sign a parent-meetings for parents with auditory impairment.	SENDCO	2027	
Provide audio versions of key school communications (e.g. newsletters, policy updates) to ensure accessibility for parents and carers with literacy, visual, or language needs.	- Audio versions of key school communications (e.g. newsletters, policy updates) are consistently produced and made available alongside written formats on the school website and through parent communication channels.	Headteacher / Admin team	2027	

Parent/Carer Survey Summary – February 2025

A total of 252 responses were received from the parent/carers survey conducted in February 2025, comprising 38 paper submissions and 214 electronic responses.

Key Feedback Themes (minority responses):

- Some parents reported difficulty accessing baby changing facilities, indicating a need for clearer signage or communication.
- A number of respondents were unaware that staff toilets were available for parent use, suggesting a gap in information sharing.
- A few parents experienced technical issues with opening attachments via the ParentMail app, while others expressed concern that paper letters were not consistently reaching home, often being misplaced in pupils' bags.
- One parent commented that they find access via the school back ramp (by the tree) and access to Reception difficult with a double buggy.

