



Deaf Hill

Primary School

Accessibility Plan 2025-2026

Approved by Local Governors: March 2026

Date for Review: September 2026

Headteacher: Mr Paul Newton

Chair of Governors: Mrs Claire Smith

Deaf Hill Primary School is committed to ensuring that all pupils, including those with disabilities and additional needs, can access a high-quality, broad and balanced curriculum and fully participate in every aspect of school life. We recognise that some pupils may face significant barriers linked to disability, special educational needs and social disadvantage, and we are determined to remove these barriers wherever possible. Working in close partnership with families and external agencies, we take proactive steps to make reasonable adjustments and prevent any pupil from being placed at a substantial disadvantage. Through this Accessibility Plan, we aim to promote equality of opportunity, inclusion and belonging for every child within our school community.

Statement of intent:

This plan outlines how Deaf Hill Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010:

1. Curriculum
2. Physical Environment
3. Information

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims 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

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents, carers, pupils and external partners. The plan will take into account 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

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This policy operates in conjunction with the following school policies:

- Administering Medicines Policy
- Admissions Policy
- Behaviour Policy
- Early Years Policy
- Equality Information and Objectives
- Health and Safety Policy
- Mental Health and Wellbeing Policy
- SEND Information Report
- Special Educational Needs and Disabilities (SEND) Policy
- Supporting Pupils with Medical Conditions Policy

Roles and Responsibilities

Local Governors will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan
- Approving this plan before it is implemented
- Monitoring this plan

The Headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise

- Working closely with Local Governors, Local Authority and external agencies to effectively create and implement the school's Accessibility Plan

The SENCO will be responsible for:

- Working closely with the Headteacher and Local Governors to ensure that pupils with Special Educational Needs/Disabilities (SEND) are appropriately supported
- Ensuring that they have oversight of the needs of pupils with SEND attending the school, and advising the Headteacher in relation to those needs, as appropriate

Staff members will be responsible for:

- Acting in accordance with this plan at all times
- Supporting disabled pupils to access their environment and their education wherever necessary e.g. by making reasonable adjustments to their practice
- Ensuring that their actions do not discriminate against any pupil as a result of their disability

Equal opportunities

Deaf Hill Primary School strives to ensure that all existing and potential pupils are given the same opportunities, and is committed to developing a culture of inclusion, support and awareness. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities. Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need. The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

Admissions

Deaf Hill Primary School will act in accordance with its Admissions Policy. The same entry criteria will be applied to all pupils and potential pupils. The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school. All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community. Information will be obtained on future pupils in order to facilitate advanced planning. Prospective parents of statemented pupils, and pupils with SEND, are invited to a transition meeting prior to the pupil starting school in order to discuss the pupil's specific needs.

Curriculum

The school is committed to providing an inclusive and ambitious curriculum that enables all pupils, including those with SEND and disabilities, to access learning and make progress. Teaching is adapted to remove barriers and reduce cognitive overload, while maintaining high expectations for all learners. Where needed, additional support and reasonable adjustments are put in place through close collaboration between class teachers, subject leaders and the SENCO, with advice from external agencies where appropriate. Resources and targeted interventions are used to ensure pupils can participate fully in all areas of the curriculum, including physical education.

Physical environment

Deaf Hill primary school is committed to ensuring that all pupils, staff, parents and visitors can access the school site safely and independently. The physical environment is reviewed regularly to identify and remove potential barriers, ensuring that facilities are inclusive and accessible for all. Appropriate disabled toilet provision is in place, alongside suitable changing facilities, included within EYFS. Where required, ramps and wide access points are provided to support mobility needs and enable full access across the school premises.

Action plan

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

Targets	Strategies	Outcome	Timeframe & Costs
To ensure that all staff and Local Governing Body members and members are fully able to provide for the needs of individuals to ensure compliance as a minimum with the Disability Act	Annual analysis of CPD for all staff and in particular new staff Provision of targeted CPD for specific staff to meet the needs of individual pupils	Clear understanding of development needs and enhanced awareness and ability to provide for all pupils.	CPD arranged for Autumn Term to ensure provision of medical needs is met. Plan ongoing CPD for staff linked to individual pupils.
Ensure that we have accurate and up-to-date information in relation to children's medical needs (including	Health Care Plans created in 1:1 meetings between SENCO and parents/carers.	All staff working in school will understand the medical needs (including any allergies) and disabilities for the children in their care.	Dedicated time for SENCO to undertake meetings with parents/carers and also to disseminate the

any allergies) and disabilities. Parents and carers need to provide school with the relevant medical evidence		There will be an up to date, centrally maintained register of pupils with medical needs (including any allergies)/disabilities. Information will also be accessible on Arbor/CPOMs	information to the relevant staff. By end of September 2025
Ensure that children who are working well below their age-related expectations are being assessed using a system that is fit for purpose. As a result, their progress is correctly recorded and tracked	Ongoing support to staff from the SENCO in relation to the use of the PIVATS. Dedicated 1:1 meetings with teachers prior to each data submission	Improved assessment and tracking of the progress of pupils who are working significantly below their age-related expectations.	Across the year, specifically at the x3 assessment points (Autumn, Spring, Summer)
Some pupils are struggling to secure the basic skills that they need in order to learn to read. This can hinder their full access to the curriculum.	Timely assessments and professional discussions will ensure that when children who are struggling to make progress with Read, Write, Inc, adaptations and keep up interventions will be in place.	Children will be making rapid progress with their reading, securing the basic skills needed to access texts at an age-appropriate level. This will, in turn, improve their access across the whole curriculum.	Ongoing assessment and review to ensure that children are making progress

Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Targets	Strategies	Outcome	Timeframe & Costs
To ensure any building	Suitable facilities incorporated within	Appropriate provision in place	When required

developments are designed with accessibility to all at the forefront of decisions	any future redesign / building development		
Ensure all disabled pupils can be safely evacuated.	Personal Emergency Evacuation plans in place for disabled pupils and staff where needed. Ensure staff are aware of PEEPs	Safe evacuation for all when necessary	At all times
To ensure all areas of school are accessible to wheelchair users or children and staff with mobility difficulties.	All staff to ensure their areas of school are free from obstacles to ensure movement around the room / school is appropriate. Disabled toilets are available for use where needed.	All areas clearly accessed	At all times
Maintain access for visually impaired	Yellow strips on all stairs and clear signs all around school. Renew yellow strips on outside steps regularly. Update signage around school as necessary Site staff to ensure that yellow step edging is maintained in terms of brightness across the academic year.	Yellow step edging will support those with a visual impairment in being able to exit the building safely where there may be stepped access (e.g. in exiting from classroom doors onto the yard).	Cost of appropriate yellow paint – up to £500 Time allocation for this to be completed by site team

Aim 3: Improve the availability of accessible information to pupils with disabilities

Targets	Strategies	Outcome	Timeframe & Costs
Continue to improve the use of pictorial communication systems	<p>Make customised symbol resources.</p> <p>Where required, a visual timetable is displayed in every classroom and used</p>	Information and resources are made more accessible for pupils with language and communication difficulties (including those with autism spectrum disorder).	Ongoing
To enable improved access to written information for pupils, parents and visitors	<p>Raise awareness of font size and page layouts with all staff to support pupils with visual impairments.</p> <p>Being aware of suppliers of large font books if ever required so that pupils with a VI are not expected to read books which contain text that is too small.</p> <p>Auditing signage around the school to ensure that is accessible to all</p>	Written communication is readily accessible.	Ongoing

Monitoring and Review

This plan will be reviewed on an annual basis by the Headteacher – in consultation with the Senior Leadership Team and Local Governors. The next scheduled review date for

this plan is September 2026. Any changes to this plan will be communicated to all staff members and relevant stakeholders following approval by Local Governors