



HILDENBOROUGH CHURCH OF ENGLAND PRIMARY SCHOOL

“I can do all things through Christ who strengthens me,” (Philippians 4:13) so that I can be the best that I can be, for myself, for others and for God.

ACCESSIBILITY PLAN

July 2025

We aspire for our community to flourish as we journey together to fulfil our God given potential by encouraging a delight in the pursuit of wisdom and knowledge. We cherish each person as unique and special, and celebrate God’s creation through providing rich experiences, which enlighten, challenge, shape and enhance life’s opportunities for all.

Last Reviewed	July 2025
Next Review Date	July 2028
Ratified by	FGB
Ratified on	09.07.2025
Lead Person	Hannah Denny

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Introduction

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 Hildenborough CE Primary School, we pride ourselves on being an inclusive environment, welcoming children with a range of learning and physical disabilities to our school. We are fully committed to ensuring that all pupils, regardless of their background, additional educational needs, race or gender, are able to fulfil their potential, and strive to ensure that our classrooms cater for all need types, through outstanding classroom practice and informed methods that enable all children to succeed academically, socially and emotionally. Our school values of love, compassion, hope, honesty, courage and endurance underpin this accessibility plan.

The plan will be made available online on the school website, and paper copies are available upon request at the school office.

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.

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 defined by the Equality Act, we understand a person with a disability to be identified as follows:

'A person who has a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities'.

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA 'substantial' means 'more than minor or trivial'. 'Long term' means 'has lasted or is likely to last more than 12 months.'

This definition is broad and includes children and adults with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term. All of those with cancer or surviving cancer, HIV or Multiple Sclerosis are now included from the point of diagnosis.

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The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Contenance
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger.

Aims

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 and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

This plan is reviewed every three years, or sooner if needed, to take into account the changing needs of the school and its pupils.

1. Increase the extent to which pupils with disabilities can participate in the curriculum.						
Priority	Lead	Current Good Practice	Action	Resources	Timescale	Success Criteria
Training for staff on increasing access to the curriculum for all pupils, including those with a special educational need	SENCO	All staff trained in differentiating the curriculum to meet the needs of all learners. All staff have the relevant training to deliver specific interventions. SENCO (and other relevant staff) liaise with external agencies/ professionals, such as	Staff to access training/ support as needs arise.	Time allocated for training	Ongoing	The needs of all learners will be met effectively to ensure that every child can make expected progress.

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		SALT, STLS, Children’s Therapies etc. to seek advice and training.				
Effective use of resources and specialised equipment to increase access to the curriculum for all pupils.	SENCO	Use of technology, such as iPad and laptops, Clicker 8 and Widget Online. Use of other resources, such as wobble cushions, writing slopes, reading overlays/ rulers, coloured exercise books, pencil grips etc. A sensory toolkit is available in every classroom to meet the sensory needs of pupils.	Ensure specialist equipment, e.g. specialised seating, is checked regularly and seek advice from the relevant professional if needed	Specific apps and software to support learning. Other resources as required for individual pupils	Ongoing	Barriers to learning are removed for all learners, having a positive impact on pupil progress.
Effective communication and engagement with parents.	SENCO/ SLT/ Class Teachers	Parent’s Evening x 2 per year- enabled virtually if necessary Parent pop-in sessions Open door policy- SLT 3x yearly PPP review meetings Annual review meetings SEND coffee mornings with training opportunities	Increase verbal communications with parents (where possible)	Time allocated for meetings Calendar dates set in advance to enable as many parents to attend as possible	Term 1 Ongoing	Parents/carers fully informed about progress & engage with their child’s learning. Parents are informed as quickly as possible through verbal communications and/ or email if necessary
All out of school activities/ trips/ enrichment opportunities are planned to ensure reasonable adjustments are made to enable the	Headteacher/ staff leading club	Risk assessments will be undertaken where appropriate, including ensuring that trips are fully accessible to every child.	Encourage all learners, including those with a disability, to participate in extra-curricular activities and clubs.	Any specialist equipment needed to allow a child to access a club	Ongoing	Increased access to the extra-curricular activities for all pupils with SEND.

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participation of the whole range of pupils.		<p>Providers will comply with all legal requirements</p> <p>School communicate the individual needs of children with all after school providers.</p> <p>Sports events, including those specifically designed for children with SEND, are offered annually, and children are chosen specifically to attend these.</p>			
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2. Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.						
Priority	Lead	Current Good Practice	Action	Resources	Timescale	Success Criteria
Access into and around school and reception.	Site Manager, overseen by Headteacher	Designated disabled parking bay in school car park Maintain ramp leading to office	Although there are no current access issues, we are considering making a ramp alongside our steps.	Maintenance/alteration costs	Ongoing	School will be fully accessible for wheelchair users.
Maintain safe access round the interior and exterior of the school.	Site Manager, overseen by Headteacher	School site is wheelchair accessible.	To consistently ensure all areas are safe and cleared to ensure children are safe and walkways and other areas are clear. Continue awareness of flooring, furniture and layout in planning for disabled pupils	Maintenance costs	Ongoing	People with disabilities can move unhindered along exterior pathways and safely around the school.
Provision of wheelchair accessible toilets	Site Manager, overseen by Headteacher	We have disabled toilet facilities available for both adults and children	Maintain disabled toilets to ensure they are in working	Maintenance costs	Ongoing	School will be fully accessible for wheelchair users

Love. Compassion. Endurance. Courage. Hope. Honesty

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			condition and suitable for wheelchair users			
Consistent, communication friendly environment	SENCO	Widget is used across the school to display information visually e.g. visual timetables, tray/ resources labels, classroom displays Use of dual coding to present information e.g. verbal information supported by non-verbal	Ensure Widget continues to be used effectively by all teaching staff	Widget	Ongoing	All children will be secure in their school environment, independently able to access to resources
Provide a safe space for children with SEND to be able to regulate.	SENCO	Access to the Green Room as needed. Calm Corners (often the class book corner) available in every classroom. Breakout spaces available around the school. Sensory toolkits available in every classroom to support children’s sensory needs.	Maintain Green Room, in particular, the sensory tent, as a safe place for children with SEND.	Green Room Sensory tent/ other sensory equipment	Ongoing	Children will be well regulated and able to learn effectively.

3. Improve delivery of accessible information to disabled pupils of information which is readily accessible to pupils who are not disabled.						
Priority	Lead	Current good practice	Action	Resources	Timescale	Success Criteria
Availability of written material in alternative formats, as needed for pupils and parents/carers.	Office/ SENCO	Weekly newsletter emailed to parent/carers Key info published on website Translated documents available if needed	Consider alternative newsletter formats to enable read aloud function	Google translate Coloured textbooks or overlays A3/ large paper, coloured and plain	Term 2	All parent/carers will be up to date and well informed of school information. All pupils will have access to curriculum information and all other school

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		<p>Provide materials in alternative formats- coloured, large, pictorial, braille, etc</p> <p>Use of Widgit for images- used for signs and labels around school</p>				<p>information in a format that meets their needs.</p> <p>All children will have access to information in the same way as pupils who are not disabled</p>
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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 Hannah Denny, SEND Governor in conjunction with SENDCo and Headteacher. It will be approved by the Full Governing Body.

Links with other policies

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

- Health and Safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special Educational Needs (SEN) Information Report
- Inclusion and SEND policy
- Supporting pupils with Medical Conditions policy
- Supporting Children with Health Needs who Cannot Attend School Policy
- First Aid Policy
- Intimate Care Policy
- Relationships, Sex and Health Education Policy