



The Active Learning Trust  
ACTIVE LEARNERS • ACTIVE LEADERS • ACTIVE CITIZENS

# HILLSIDE PRIMARY ACCESSIBILITY PLAN

## Document Control - Policy Amendments

Date	Version	Summary of Changes	Reviewer/s
August 2024	1.0	Initial version – adapted from ‘The Key’ template	Chris Everard, Director of Operations

## Policy Review

Next Review Date:	August 2025
Ratified by:	Local Governing Body
Date Ratified:	
Dissemination:	The policy will be made available to all Trust employees

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## **1. Aims**

- 1.1 Academies 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 academy 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.
- 1.2 Our academy aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.
- 1.3 We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of our school community has a right to feel safe, secure, valued and of equal worth and importance. At Hillside Primary School, equality is the key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious faith or faith traditions; sexual orientation, age or any other protected characteristics (Single Equalities Act 2010).
- 1.4 The plan will be made available online on the academy website, and paper copies are available upon request.
- 1.5 Our academy is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.
- 1.6 The academy supports any available partnerships to develop and implement the plan.
- 1.7 Our complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in our academy, the complaints procedure sets out the process for raising these concerns.
- 1.8 We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents and staff.

## **2. Legislation**

- 2.1 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](#).
- 2.2 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.
- 2.3 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.
- 2.4 Academies 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.
- 2.5 This policy complies with our funding agreement and articles of association.

### 3. Action Plan

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum for all pupils</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum resources include examples of people with disabilities</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> <li>• The curriculum is reviewed to make sure it meets the needs of all pupils</li> </ul>	<p>Reasonable adjustments are made in the classroom to make the curriculum accessible to all learners.</p> <p>Sequence of learning will be adapted to meet the needs of the cohort.</p> <p>Subject leaders provide an overview of content taught in relation to National Curriculum expectations.</p>	<p>Quality first teaching to be used in the form of adaptable resources in the classroom.</p> <p>Lessons are broken down using the CUSP SEND Guidance to improve deliberate practice to increase attention and retention.</p> <p>Emphasis on modelling (EXPLAIN/EXAMPLE) and scaffolded practice (ATTEMPT).</p> <p>Objectives are assessed and tracked by class teachers and curriculum leads.</p> <p>Curriculum leads to develop content overviews.</p>	<p>Headteacher</p> <p>SENCO</p> <p>Class Teachers</p>	Ongoing strategies to be reviewed and adapted for the needs of the children.	<p>Children are able to access learning confidently and with some independence where appropriate.</p> <p>Pupils are able to achieve national expectations in line with their peers.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• Although upstairs is accessible by stairs only, the classrooms can be swapped for users of wheelchairs/ walking issues to access learning with their class downstairs.</li> <li>• Pupils with disabilities will have a PEEP in place.</li> </ul> <p>(See Appendices)</p>	<p>Accessibility is taken into account for Lockdown and Emergency Evacuation procedures.</p> <p>New building work is compliant with the Equality Act 2010.</p> <p>Reasonable adjustments to be made for wheelchair access for KS2 designated areas of the building.</p>	<p>Consultation with Active Learning Trust Premises where building work is to be completed.</p> <p>Review and maintain physical spaces in the building to remain complaint and accessible (minimum annual review).</p> <p>Advice would be sought from SES to ensure correct provision/ adaptation in place.</p>	<p>Headteacher</p> <p>Caretaker</p> <p>Premises Management Active Learning Trust</p>	<p>Ongoing and reviewed annually</p> <p>Updates and reviews to take place where changes to the environment are needed</p>	<p>Disabled pupils will be able to access the learning environment effectively.</p> <p>Disabled pupils are evacuated safely.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Braille (could be made available should need arise)</li> <li>• Induction loops/ microphones</li> <li>• Pictorial or symbolic representations</li> <li>• Use of technology</li> <li>• Alternative coloured overlays and paper</li> </ul>	<p>Pupils identified with specific learning needs have reasonable adjustments made within the provision of the classroom and wider learning contexts.</p> <p>The classroom environment is both Neurodivergent and Dyslexia friendly.</p>	<p>Specific needs are identified and plans implemented detailing resources/adaptations.</p> <p>Resources are provided to disseminate information to pupils appropriate to their learning needs.</p> <p>Calm classroom environments with deliberate and minimal displays to support pupil's learning.</p> <p>Teacher's provide alternative ways to record work.</p> <p>Advice would be sought from SES to ensure correct provision/ adaptation in place.</p>	<p>Class Teachers</p> <p>SENDCo</p> <p>Headteacher</p> <p>Phase Leaders</p> <p>Subject Leaders</p>	APDR Cycle reviewed termly.	<p>Pupils to be able to access the curriculum effectively.</p> <p>Staff are confident to support the needs of the pupil's they teach.</p>

#### **4. Monitoring Arrangements**

- 4.1 This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher and the Active Learning Executive Leadership Team. It will be approved by the Local Governing Body.

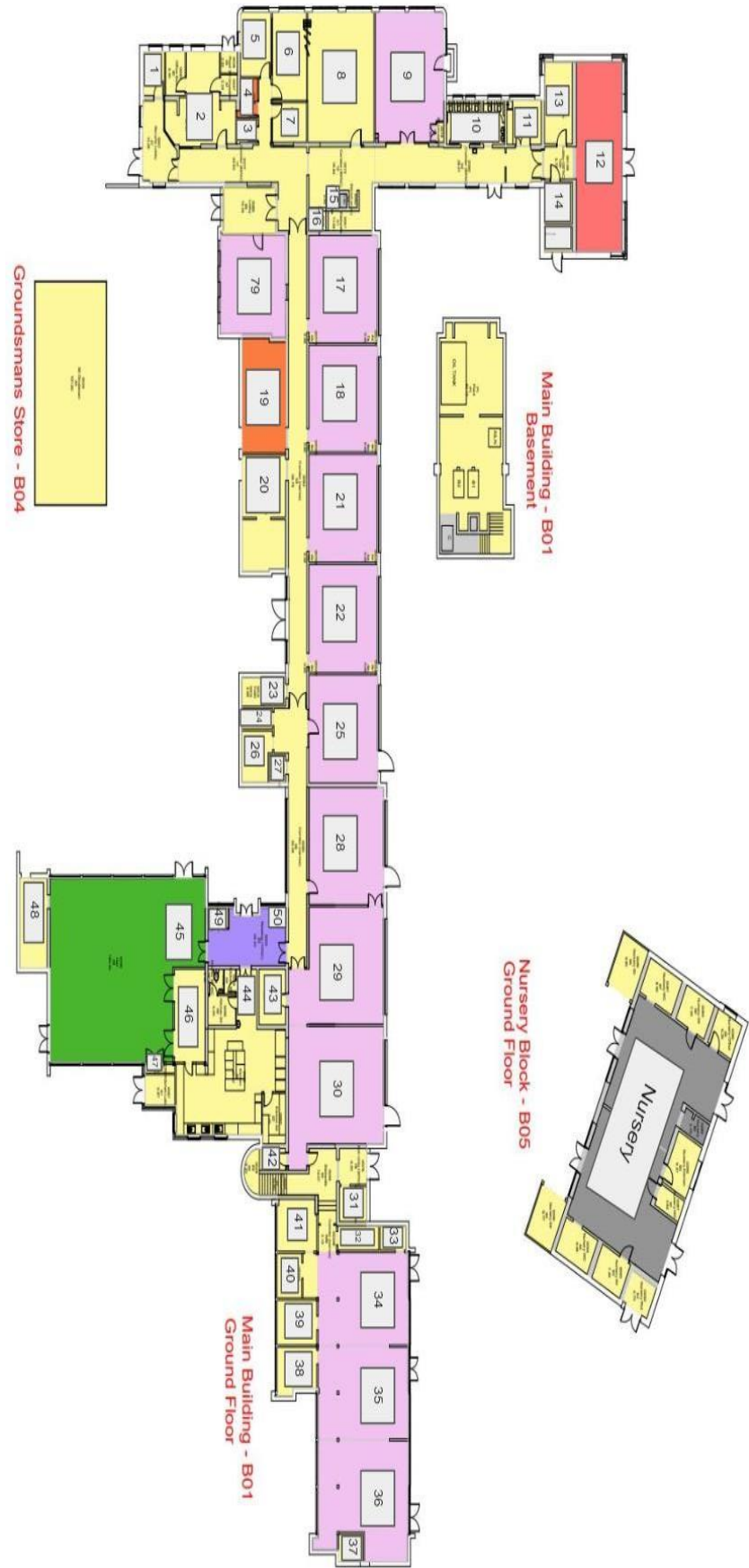
#### **5. Links with other policies**

- 5.1 The accessibility plan is linked to the following policies and procedures:

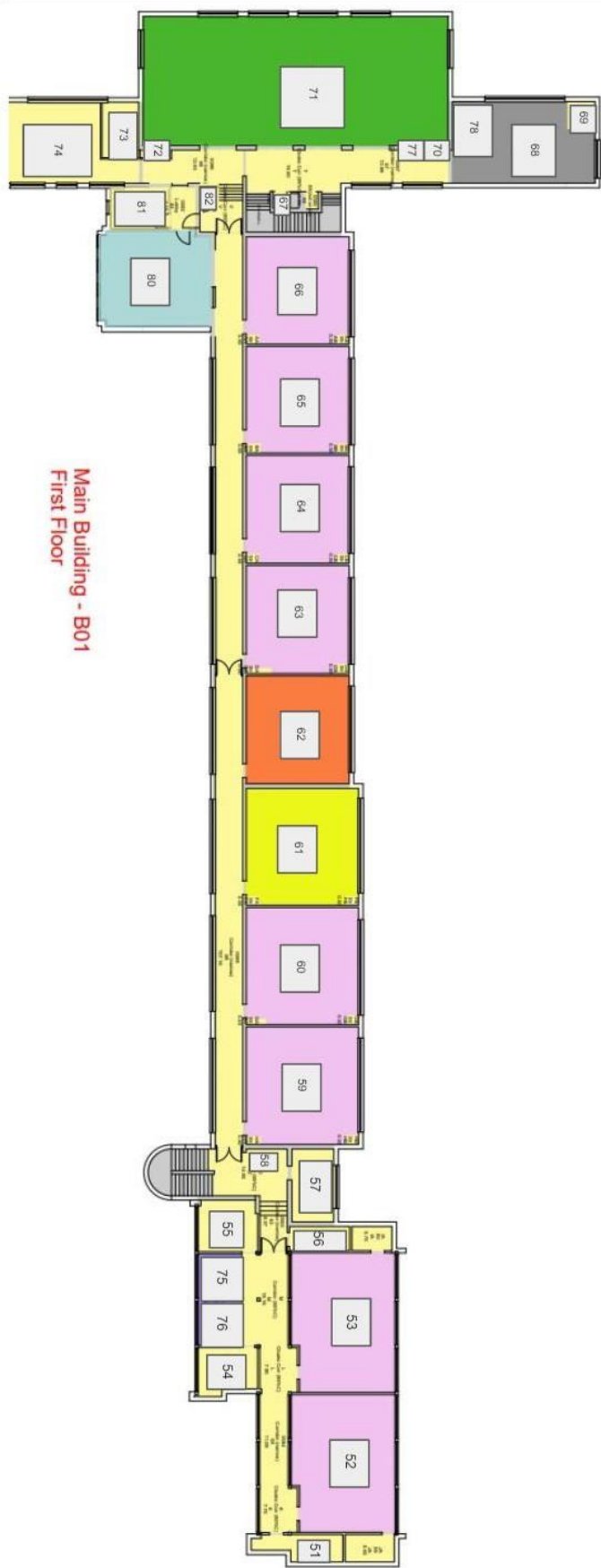
- Risk Assessment Policy
- ALT Health and Safety Policy
- ALT Equality and Diversity Policy
- ALT Equality Opportunities in Employment
- Hillside Special Educational Needs Policy
- Hillside Special Educational Needs Report
- Hillside Supporting pupils with Medical Conditions Policy



Appendix 1: Ground Floor Map



Appendix 2: First Floor Map



## Appendix 3: Room Number Information

- |                                     |   |                                    |
|-------------------------------------|---|------------------------------------|
| 1. Business Manager Office          | 24. Cleaners cupboard                       | 47. Electrical cupboard lower hall |
| 2. Main Office                      | 25. Conference Room                         | 48. Breakfast club cupboard        |
| 3. Disabled toilet near main office | 26. Ladies toilets                          | 49. Lunchtime cupboard             |
| 4. Server room                      | 27. Gents toilets                           | 50. D.T cupboard                   |
| 5. Head Teachers Office             | 28. ELSA                                    | 79. Nightingales                   |
| 6. PPA room                         | 29. Classroom Yr 1                          |                                    |
| 7. Meeting room                     | 30. Classroom Yr 1                          |                                    |
| 8. Staffroom                        | 31. Disabled toilet near Early Years        |                                    |
| 9. I.T. Suite                       | 32. Store/water heater cupboard Early Years |                                    |
| 10. KS2 toilets                     | 33. Store cupboard in RM 34                 |                                    |
| 11. Site Managers Office            | 34. Classroom Early Years                   |                                    |
| 12. Library                         | 35. Classroom Early Years                   |                                    |
| 13. Room in Library                 | 36. Classroom Early Years                   |                                    |
| 14. Disabled toilet in Library      | 37. Storecupboard in RM 36                  |                                    |
| 15. Paper cupboard                  | 38. Toilet Early Years                      |                                    |
| 16. Boiler room                     | 39. Kitchen Early Years                     |                                    |
| 17. Classroom Yr 2                  | 40. One to one room Early Years             |                                    |
| 18. Break out room                  | 41. Toilets Early Years                     |                                    |
| 19. Sensory Room                    | 42. Store cupboard opposite RM 30.          |                                    |
| 20. KS1 toilets                     | 43. Art Cupboard                            |                                    |
| 21. Classroom Yr 2                  | 44. Main Kitchen                            |                                    |
| 22. DT Room                         | 45. Lower Hall                              |                                    |
| 23. Siteteam supply cupboard        | 46. Kitchen Servery                         |                                    |

### Ground Floor

- |                                       |                         |
|---------------------------------------|-------------------------|
| 51. Maths Cupboard                    | 78. RWI/Book cupboard   |
| 52. Classroom Yr 6                    | 80. Music Room          |
| 53. Classroom Yr 6                    | 81. I.T Technician room |
| 54. Boys toilets Yr 6                 | 82. Cleaners cupboard.  |
| 55. Girls toilets Yr 6                |                         |
| 56. Adults toilet                     |                         |
| 57. Deputy Head office                |                         |
| 58. Store cupboard                    |                         |
| 59. Classroom Yr 5                    |                         |
| 60. Classroom Yr 5                    |                         |
| 61. Classroom Yr 5                    |                         |
| 62. Classroom Yr 4                    |                         |
| 63. Classroom Yr 4                    |                         |
| 64. Classroom Yr 3                    |                         |
| 65. Classroom Yr 3                    |                         |
| 66. Classroom Yr 3                    |                         |
| 67. Stairs to roof                    |                         |
| 68. Museum                            |                         |
| 69. Cupboard in Museum                |                         |
| 70. Electrical cupboard               |                         |
| 71. Upper hall                        |                         |
| 72. Store cupboard                    |                         |
| 73. Science cupboard                  |                         |
| 74. Inclusion/ safeguard lead office. |                         |
| 75. Intervention room Yr 6            |                         |
| 76. Intervention room Yr 6            |                         |
| 77. Store cupboard                    |                         |

### First Floor