



# HODGE HILL PRIMARY SCHOOL

## Accessibility Plan 2025–2028

Period: October 2025 – October 2028

Reviewed annually by Governors, Headteacher and SENDCo

This Accessibility Plan sets out how Hodge Hill Primary School will improve access to education, the physical environment and information for pupils, staff, parents and visitors with disabilities and special educational needs over the period 2025–2028.

### ***Schedule 10 to the Equality Act 2010***

#### *Accessibility plan;*

3(1) The responsible body of a school in England and Wales must prepare—

(a) an accessibility plan;

(b) further such plans at such times as may be prescribed.

(2) An accessibility plan is a plan for, over a prescribed period—

(a) increasing the extent to which disabled pupils can participate in the school's curriculum,

(b) improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and

(c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

(3) The delivery in sub-paragraph (2)(c) must be—

(a) within a reasonable time;

(b) in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

(4) An accessibility plan must be in writing.

(5) The body responsible must keep its accessibility plan under review during the period to which it relates and, if necessary, revise it.

(6) The body responsible must implement its accessibility plan.

## Priority 1: Pupil Voice and Participation

| Objective                                   | Action                                                                     | Lead                  | Success Criteria                           | Timescale |
|---------------------------------------------|----------------------------------------------------------------------------|-----------------------|--------------------------------------------|-----------|
| Strengthen pupil voice for pupils with SEND | Continue SEND representation on School Council and pupil leadership groups | SENDCo/HT             | SEND views represented in school decisions | Ongoing   |
| Ensure pupil views inform provision         | Annual questionnaire and termly pupil voice meetings                       | SENDCo/Class Teachers | Evidence of views influencing support      | Termly    |
| Develop self-advocacy                       | Pupils contribute to reviews and EHCP meetings                             | SENDCo                | Increased participation in reviews         | 2025-2028 |

## Priority 2: Communication and Interaction

| Objective                                                                                           | Action                                                                                                               | Lead                              | Success Criteria                                                           | Timescale |
|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|-----------------------------------|----------------------------------------------------------------------------|-----------|
| Improve staff expertise                                                                             | Refresh Autism Education Trust training                                                                              | SENDCo                            | 100% staff trained                                                         | Annual    |
| Develop specialist provision                                                                        | Further develop enhanced provision (The Acorns).                                                                     | SENDCo/SLT External Agencies.     | Improved inclusion and progress                                            | 2025-2028 |
| Enhance communication support                                                                       | Embed communication-friendly strategies                                                                              | SENDCo SaLT and External Agencies | Consistent classroom practice                                              | Ongoing   |
| To improve access, progress and participation for children with communication and interaction needs | Continue to use Speech and Language therapist to work within the school and share knowledge and resources with staff | SENDCo                            | Improved support for children                                              | Ongoing   |
| To improve access, progress and participation for children with communication and interaction needs | To screen all children in school for speech and language baseline, using Wellcomm programme                          | SENDCo and English Lead           | Every child who enters school has initial Speech and Language assessments. | Annually  |

### Priority 3: Physical Access and Sensory Environment

| Objective                                                                                   | Action                                                                  | Lead                                     | Success Criteria                                       | Timescale                                                                                     |
|---------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|------------------------------------------|--------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| Improve sensory provision                                                                   | Develop sensory and regulation spaces                                   | HT/SENDCo                                | Dedicated sensory provision available                  | 2025-2028                                                                                     |
| Maintain safe access                                                                        | Review steps, signage and routes                                        | Site Manager                             | Accessible routes maintained                           | Annual                                                                                        |
| Review evacuation procedures                                                                | Training and equipment checks                                           | SENDCo/Site Manager                      | Effective emergency arrangements                       | Annual                                                                                        |
| To improve access, progress and participation for children with sensory and physical needs. | Work with site team to develop outdoor sensory areas and nurture zones. | Head Teacher<br>Site Manager<br>SENDCo   | Children have access to quiet zones on the playground. | 26/27                                                                                         |
| To improve access, progress and participation for children with sensory and physical needs. | To add yellow markings to highlight external steps.                     | Site Manager                             | Adequate markings                                      | 26/27                                                                                         |
| To improve access, progress and participation for children with sensory and physical needs. | Investigate installment of Evacuation chair in phase 4 building.        | Office manager<br>Site Manager<br>SENDCo | Evacuation Chair available for use.                    | Sling in place.<br>Training required for staff Autum 26/27<br>Discussions regarding training. |

### Priority 4: Cognition and Learning

| Objective                                                                                     | Action                                                                                      | Lead                                     | Success Criteria                                                                                           | Timescale |
|-----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|------------------------------------------|------------------------------------------------------------------------------------------------------------|-----------|
| Embed EEF Five-a-Day                                                                          | Use in monitoring and coaching                                                              | SENDCo                                   | Consistent adaptive teaching                                                                               | Ongoing   |
| Improve quality first teaching                                                                | Annual SEND CPD programme and coaching.                                                     | SENDCo/Senior leaders                    | Improved classroom practice                                                                                | Annual    |
| Strengthen interventions                                                                      | Evaluate intervention impact                                                                | SENDCo                                   | Improved pupil progress                                                                                    | Termly    |
| To improve access, progress and participation for children with cognition and learning needs. | Raise standards of learning environment to make purposeful and supportive for all learners. | SENDCo and LG<br>Class teachers<br>PSA's | Clear connection between lessons being taught and the learning areas.<br>Support for all in the classroom. | 26/27     |

### Priority 5: Social, Emotional and Mental Health

| Objective                    | Action                                 | Lead            | Success Criteria            | Timescale |
|------------------------------|----------------------------------------|-----------------|-----------------------------|-----------|
| Review SEMH provision        | Evaluate nurture and mentoring support | SENDCo/Pastoral | Improved wellbeing outcomes | Termly    |
| Increase staff confidence    | Regulation and de-escalation training  | SENDCo          | Improved staff confidence   | Annual    |
| Develop regulation provision | Create regulation toolkits and spaces  | SENDCo          | Improved self-regulation    | 2025-2027 |

### Priority 6: Inclusive Provision and Graduated Approach

| Objective                   | Action                                      | Lead             | Success Criteria           | Timescale |
|-----------------------------|---------------------------------------------|------------------|----------------------------|-----------|
| Maintain graduated approach | Monitor APDR processes                      | SENDCo           | High-quality SEND planning | Termly    |
| Improve SEND outcomes       | Track attendance, attainment and exclusions | SENDCo/SLT       | Improved outcomes          | Termly    |
| Annual SEND audit           | Review SEND systems and compliance          | SENDCo/Governors | Continued compliance       | Annual    |

### Priority 7: Transitions

| Objective                       | Action                            | Lead           | Success Criteria             | Timescale |
|---------------------------------|-----------------------------------|----------------|------------------------------|-----------|
| Improve internal transitions    | Enhanced transition programme     | SENDCo         | Positive transition outcomes | Annual    |
| Strengthen secondary transition | Additional Y6 support             | SENDCo/Y6 Lead | Successful transitions       | Annual    |
| Improve admissions transitions  | Personalised plans where required | SENDCo         | Smooth entry arrangements    | Ongoing   |

### Priority 8: Attendance and Inclusion

| Objective                    | Action                                | Lead                   | Success Criteria             | Timescale |
|------------------------------|---------------------------------------|------------------------|------------------------------|-----------|
| Improve SEND attendance      | Termly attendance reviews             | Attendance Lead/SENDCo | Improved attendance          | Termly    |
| Reduce EBSA                  | Early identification and intervention | SENDCo/Pastoral        | Reduced persistent absence   | 2025-2028 |
| Strengthen family engagement | Workshops and support meetings        | SENDCo                 | Improved parental engagement | Annual    |

### Monitoring and Review

Progress against this plan will be reviewed annually by the Governing Body, Headteacher and SENDCo. Outcomes will be evaluated using attendance, attainment, participation, pupil voice, accessibility audits and stakeholder feedback.

### Success Measures for 2028

- Increased attendance for pupils with SEND
- Improved attainment and progress for pupils with SEND
- Strong evidence of pupil voice influencing school improvement
- An inclusive environment meeting needs of pupils, staff and visitors
- Consistent high-quality adaptive teaching across all classrooms
- Reduced behaviour incidents linked to unmet need
- Effective transition arrangements across key stages
- Continued development of specialist communication, sensory and SEMH provision