

Glen Hills Primary School

Accessibility Plan

2026-2029



This policy is reviewed every three years and was agreed by the Governing Body of Glen Hills 30th September **2026 and will be reviewed again in Autumn 2029.**

The Accessibility Plan within this policy is reviewed annually.

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One-page summary

Our Commitment

We want every child at our school to feel valued, supported, and able to achieve their very best. We are committed to making sure that pupils with special educational needs or disabilities (SEND) can learn, play, and take part in every aspect of school life.

We believe every child has the right to succeed, enjoy learning, and feel included. We will continue to listen to families, staff, and pupils so that our school is a place where everyone belongs.

What This Plan Covers

Our Accessibility Plan sets out how we will:

- Increase participation of pupils so they can access lessons and the curriculum.
- Provide an environment that is safe, accessible and welcoming for everyone.
- Share information in ways that are clear, easy to understand and accessible for pupils, parents and visitors.

What We Aim to Do

- Give staff regular training so they know how to support children with different needs.
- Adapt lessons and provide extra help when needed so every child can learn and make progress.
- Make sure trips, clubs, sports, and performances are open to all children.
- Promote safety, well-being, and positive behaviour in school and the wider community.
- Provide resources, equipment, and facilities to help children take part fully in school life.
- Support parents and carers, including those with disabilities, so they can be fully involved in their child's education.
- Work closely with health professionals and outside agencies to meet children's needs.

How We Will Check Progress

- The plan is reviewed each year to make sure we are meeting our goals.
- Governors check that the school is making good progress and take feedback from parents, staff, and children.
- The plan is updated at least every three years and is always available on the school website (or in another format if needed).

Introduction

At Glen Hills Primary School, we are committed to ensuring that every child, regardless of disability or need, can thrive within a safe, inclusive, and inspiring environment. We pride ourselves on being at the centre of the community, providing a safe, happy and welcoming environment for children, parents/carers, staff and visitors. Our mission is to:

“Teaching our children about the Knowledge, Skills, and Cultural Capital to succeed, as happy life-long learners at school and beyond their years at Glen Hills by providing a secure environment where all feel safe, valued, celebrated, respected and proud.”

Our academic aims are for all children to become:

- **Knowledgeable** – so they can understand the world around them and make meaningful connections in their learning.
- **Skilled** – building the foundational knowledge needed.
- **Cultural Capital**- providing children with experiences and opportunities to help them progress and achieve success. Essentially, it's about giving them everything they need for what comes next in their learning and development.

We also seek to nurture the following personal values in every child:

- **Respect** – helping children grow as positive members of our school and wider community.
- **Resilience** – encouraging children to persevere when faced with challenges.
- **Tolerant** – enabling children to being acceptant of all people, being open minded and respectful towards different religions, cultures or opinions.

The **Equality Act 2010** places duties on schools to eliminate discrimination, advance equality of opportunity and foster good relations. The **Equality Act 2010** strengthens this duty. At Glen Hills Primary School, we recognise that accessibility is not solely about physical access. It is about ensuring every pupil, family member, visitor, and staff member feels welcomed, valued, and able to participate fully in school life. We are committed to developing a culture of respect, understanding, flexibility, and high expectations where barriers to learning and participation are identified and removed wherever possible. We believe inclusion is everyone's responsibility and seek to work collaboratively with families, pupils, staff, governors, and external agencies to achieve the best outcomes for all.

At Glen Hills Primary School, we have a general duty to:

- Promote equality of opportunity between disabled people and those who are not disabled.
- Eliminate discrimination.
- Eliminate harassment related to disability.
- Promote positive attitudes towards disabled people.
- Encourage participation by disabled people in public life.
- Take steps to take account of disabled individuals' disabilities

It is a requirement that the school's Accessibility Plan is resourced, implemented, reviewed, and revised as necessary. The school sets out a plan, reviewed each year, to show how it will address the priorities identified in the plan.

This plan should be read alongside the SEND Policy and the SEND Code of Practice (2015), which sets out schools' statutory duties in relation to pupils with special educational needs and disabilities."

The Governing Body has a legal responsibility for the Accessibility Plan and for ensuring that it is implemented, monitored, and reviewed. We work in partnership with pupils, parents, staff, and external professionals to ensure our provision reflects the needs of our community.

Accessibility Aims and Objectives

There is specific disability legislation in relation to disabled pupils and accessibility, which places a duty on schools to plan strategically over time. In line with the Equality Act 2010, Glen Hills Primary School must:

1. Increase access to the curriculum for pupils with disabilities.
2. Improve the physical environment to support access.
3. Improve access to information for pupils, families and visitors in a range of different formats.

We must also ensure that disabled pupils do not receive less favourable treatment, and to do this, the school has a duty to make reasonable adjustments.

At Glen Hills, we aim to:

- Provide full and equal access to learning opportunities and facilities.
- Enable full participation in all aspects of school life for pupils, staff, parents/carers, and visitors with disabilities.
- Develop an inclusive environment that values diversity.
- Reduce and eliminate barriers that may prevent participation.
- Promote positive attitudes, respect, and understanding of disability across the school community.
- Respond with awareness and flexibility to the needs of individuals.
- Seek and act upon expert advice when appropriate to ensure provision is effective and inclusive.

These aims underpin the objectives and actions that follow in this Accessibility Plan. The objectives within the plan are set for a three-year cycle (2026-2029) and will be reviewed annually. These objectives are not stand-alone: they are embedded within the school environment and linked to safeguarding, teaching and learning, and equality objectives. We believe that an accessible school benefits every member of our community, creating a culture where diversity is celebrated and inclusion is the norm.

Curriculum access	
Objective	What will this look like?
Staff receive regular CPD to meet diverse needs	• Regular INSET delivered on Autism, ADHD, SEMH, ELSA, SALT, Diabetes, and First Aid. • Ongoing annual CPD programme, with induction training for new staff. • Access to specialist teaching services and external agencies for guidance. • Team Teach or equivalent training completed for identified staff, with additional staff trained as required. • Attachment Disorder/Trauma-informed practice training. • Epipen/allergy training delivered as required. • Regular Speech and Language training for key staff. • Training relating to intimate care plans and Personal Emergency Evacuation Plans (PEEPs). • Training effectiveness reviewed through pupil outcomes and staff feedback. • Annual review of staff training needs based on changing pupil profiles.
Differentiated teaching and reasonable adjustments for curriculum access so practice is inclusive and helps to ensure best possible outcomes	• Lessons adapted as needed for SEND pupils. (small group work, one to one support where available, resources, pre-teaching) • Inclusive strategies embedded: visual timetables, sensory supports, additional processing time, and extra time for tasks. • Use of sensory boxes, fiddle toys, visual supports, and personalised prompts. • Provision of additional processing time and alternative timetables where required. • Where appropriate, pupils have access to internal assessments, facilitated by extra time, prompts, readers etc. • High expectations maintained, with evidence from learning walks, pupil voice, book scrutiny and Governor visits. • Interventions tailored to individual pupils based on assessments, EHCPs, and SEND learning plans. • Resources, equipment, and intimate care plans provided as required. • Liaison with pre-schools, nurseries, health services, social services, and other agencies. • Person-centred reviews of EHCPs carried out; specialist services commissioned as needed. • Ongoing CPD for staff on supporting pupils with SEND, including Epipen use, autism, ADHD, dyslexia, vision/hearing impairment, speech & language and Team Teach. • SEND information shared with all relevant staff, to ensure consistent support throughout the day.

	• Termly monitoring of pupil progress and review of effectiveness of adjustments.
Enable participation in wider school activities	• Guidance provided for staff to make trips, visits, and activities safe and accessible where possible. • Use of Evolve to evaluate trips and visits for accessibility and safety. • Personal risk assessments completed for visits as required. • Personalised support to enable participation at extra-curricular clubs, trips, performances, and residential visits. • Happy and inclusive playtime and lunchtime opportunities. • Accessibility and participation considerations embedded into planning for all PE and enrichment opportunities. • Promotion of sports and social groups for children with disabilities. • Ongoing development and use of outdoor areas to support inclusion, wellbeing and SEND provision. • Music provision available and accessible for all children, including targeted year groups.

Promote emotional wellbeing and mental health and support provided for pupils with SEMH

- Ongoing work with our own ELSA support service and dedicated wellbeing spaces.
- Access to sensory regulation spaces where appropriate.
- Collaboration with external agencies supporting SEMH needs.
- Incidents tagged appropriately with medical, behavioural etc. needs for appropriate staff to view and action accordingly on CPOMs.
- Photos and medical information kept up to date, displayed centrally and appropriately in classrooms.
- Additional time for pupils to complete tasks
- SALT interventions
- Individual support plans and Intimate care plans in place where needed.
- Trauma-informed approaches embedded across the school.
- Meet and greets to support pupil attendance and anxieties about coming into school.
- Alternative or reduced timetables where required.
- Use of R2R resources, Character Muscles, Zones of Regulation and How Big is Your Problem (HBIYP) promoted across the school.

Promote protective behaviours and keeping safe	• Fully embed online safety curriculum across all year groups. • Deliver bespoke PSHE curriculum. • ELSA interventions for children as needed. • Implement and follow E-safety and PSHE policies consistently. • Evidence of additional safety education work for example through water safety, fire safety, school nurse visits, bike ability and NSPCC assemblies/workshops • Child friendly version of Child on Child abuse policy available • Safeguarding and pastoral school team, Well being Ambassadors and worry boxes
Use a person-centred approach for SEND pupils	• Co-production of one-page profiles with pupils. • SEND staff support pupil contribution to person-centered reviews. • Pupil views gathered during PEP and SEND meetings. • Personal risk assessments completed for visits as required
Maximise pupils' awareness of disability and equality	• Raise awareness through curriculum opportunities, themed lessons, and assemblies. • Invite visitors to school to share experiences. • Increase opportunities for cultural capital and exposure to SMSC values. • Challenge stereotypes and promote equality and diversity values. • Promote links with the wider community.
Enable full curriculum participation	• Inclusion at extra-curricular clubs, visits, performances, and residential trips. • Promote Cultural Capital, Equality (British Values), SMSC, Character Muscles, and Protected Characteristics. • Provide Bikeability and swimming provisions. • Deliver sports coach sessions and enrichment clubs. • One-to-one adult support for pupils in out-of-school clubs where needed. • Wider Opportunities provision in some year groups. • Assemblies, music, drama, and PHSE curriculum participation. • Guidance from EVCs to staff to ensure trips and visits are accessible.

Physical environment	
Objective	What will this look like?
Ensure that the environment is stimulating and appropriate	• Additional equipment provided based on advice from specialist services. • Sensory boxes, fiddle toys, prompts, and support tools available. • Clear signage supported with visuals where needed. • Inclusive displays maintained across the school. • Dedicated sensory and intervention spaces available to support individual needs. • Flexible learning spaces designed to reduce distraction and support engagement. • Outdoor learning and wellbeing areas utilised to support SEND and mental health provision. • Partitioned working spaces available where reduced sensory input is beneficial.
Enable disabled parent inclusion	• Encourage/support parents less likely to attend school. • Ensure physical barriers, such as steps, do not restrict access. • Use of disabled parking bay • Phone calls for parents' evenings • Access arrangements around drop off/pick ups
Ensure a safe school environment and accessible pathways	• Communicate with parents about road, bicycle, and general safety. • Include road and bicycle safety in PSHE and Year 5 Bikeability programme. • Ensure ramps and moveable ramps support wheelchair access. • Most rooms are accessible; ongoing review of physical environment. • Disabled car parking space by the entrance to the front door of the school
Ensure there are appropriate and adequate furniture, equipment, and facilities	• Tables and chairs appropriate for pupil needs. • Wedges, wobble cushions, coloured overlays, triangular grips, IT equipment, and other specialist resources recommended by external professionals . • Adequate and accessible disabled toilet facilities.
Ensure emergency evacuation and safety procedures are in place	• Evacuation procedures include provisions for pupils, staff, and visitors with disabilities. • Accessible fire alarms and safety systems in place. • Regular drills include disabled pupils/staff.

Access to information	
Objective	What will this look like?
Stimulating and appropriate environment	• Website, learning platforms, and communications are accessible (font size, screen reader compatibility, captions, colour contrast). Where possible, digital content will reflect recognised web accessibility standards, including compatibility with assistive technologies. • Visual timetables, signs/symbols, home-school communication books, messaging, text messages, and clear website information. • Information shared in verbal, signing, or large-print formats where required. • Staff trained to reduce visual stress and support pupils with visual impairments.
Transition support	• Planning for new pupils joining school, moving between key stages, and transferring to secondary school. • Information shared between staff and agencies to ensure continuity of support.
Monitoring and review	• Accessibility Plan reviewed annually by SLT and governors. • Feedback from pupils, parents, and staff informs improvements. • Success indicators include participation rates, pupil outcomes, and accessibility audits. • Review of digital communication platforms to maximise accessibility. • Workload of staff considerations discussed through appraisal and supervision processes. • Staff Access to wellbeing support and signposting. • Regular opportunities for staff feedback. • Review of workload and wellbeing indicators to support staff effectiveness and retention.
Community and external links	• Collaboration with local disability organisations, charities, and community groups. • Promote opportunities for pupils to engage with wider society safely and inclusively. • Open-door communication with parents and carers • Administrative support for families who require assistance completing forms or accessing services. • Alternative communication methods provided upon request. • Additional support for families where English is an additional language.

Roles and Responsibilities

Governing Body

- Ensure that the Accessibility Plan is implemented, monitored annually, and formally reviewed every three years (or earlier if required).
- Ensure compliance with the Equality Act 2010, SEND Code of Practice (2015), and Public Sector Equality Duty.
- Allocate appropriate resources to support delivery of the plan.
- Receive regular reports from the Head teacher/SENDCo on progress against objectives.

Head teacher

- Provide strategic leadership in ensuring the school is accessible and inclusive.
- Ensure that the Accessibility Plan is published on the school website and shared with staff, parents, and other stakeholders.
- Oversee the implementation of the plan and ensure actions are embedded in whole-school practice.
- Report to governors on progress, impact, and any additional needs or resources required.

SENDCo (Special Educational Needs and Disabilities Coordinator)

- Lead on the day-to-day implementation and monitoring of the Accessibility Plan.
- Ensure staff are trained and supported to meet the needs of pupils with SEND and disabilities.
- Work with external agencies, parents, and pupils to ensure individual needs are identified and met.
- Ensure that individual plans (EHCPs, SEND learning plans, risk assessments, healthcare plans) are up to date and shared with relevant staff.

All Staff

- Take responsibility for making reasonable adjustments in their teaching and classroom environment.
- Differentiate/ Adapt lessons or Deliver quality first teaching and provide appropriate support to ensure all pupils can access the curriculum.
- Follow school policies and training on inclusion, safeguarding, and supporting pupils with SEND and disabilities.
- Contribute to monitoring progress and sharing feedback on accessibility improvements.

Pupils

- Share their views and experiences of accessibility within school through pupil voice and reviews.

- Act as role models in promoting inclusion, equality, and respect.

Parents/Carers

- Share information about their child's needs to support effective planning.
- Work in partnership with the school to review progress and provision.
- Participate in consultation processes relating to accessibility and inclusion.

External Agencies and Partners

- Provide specialist advice, training, and support to ensure needs are effectively met.
- Collaborate with school staff and families to promote inclusive practice.

Key Legislation and Guidance

We have carefully developed this Accessibility Plan to comply with key legislation and government guidance to ensure that all pupils, parents, staff, and visitors have equal access to education, facilities, and information. This legislation and guidance includes, but is not limited to:

• Children and Families Act 2014

- Data Protection Act 2018 and UK GDPR
- Department for Education (DfE) Guidance on Accessibility Plans (2014)
- Education Act 1996
- Education Act 2002
- Equality Act 2010 (Schedule 10: Accessibility)
- Health and Safety at Work Act 1974
- Keeping Children Safe in Education (current annual addition)
- Public Sector Equality Duty (2011)
- SEND Code of Practice: 0 to 25 Years (2015)
- Working Together to Safeguard Children (2023)

For example, we meet the **Equality Act 2010** by ensuring that no pupil, parent, or staff member is discriminated against because of a disability and by actively reducing barriers to access. The **Children and Families Act 2014** and the **SEND Code of Practice** guide us in identifying and meeting the needs of pupils with SEND, ensuring their participation in all aspects of school life. The **Education Act 2002** underpins our duty to provide a broad and balanced curriculum that is inclusive for all learners.

We adhere to the **DfE Guidance on Accessibility Plans (2014)** by setting out clear objectives to improve access to the curriculum, the physical environment, and information. The **Public Sector Equality Duty (2011)** requires us to eliminate discrimination, advance equality of opportunity, and foster good relations between all members of the school community.

In line with **KCSIE** and **Working Together to Safeguard Children**, we take steps to ensure that safeguarding and well-being are at the heart of accessibility. The **Health and Safety at Work Act 1974** supports our responsibility to maintain a safe environment that is physically accessible to all. We also take account of national SEND reform developments and the government's SEND and Alternative Provision Improvement Plan. We work alongside the Trust to ensure the SEND improvement plan is being implemented effectively.

Together, these frameworks guide our approach to inclusion and accessibility, ensuring that our school is welcoming, supportive, and enabling for every child and family.

This Accessibility Plan will be reviewed annually, with feedback from staff, governors, parents, and pupils, and will be updated at least once every three years in line with statutory requirements.