

St Hilary Primary School

Accessibility Plan 2025-28



The Best We Can Be

Date Written	Jan 2017
Reviewed On	Every 3 years
Last Review	February 2025
Next Review Date	February 2028
This policy has been reviewed and adopted by LGB?	
Date: Oct 26	

St Hilary School

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1. Aims

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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education,
- benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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.

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

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 will work with TPAT to develop any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2. 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association. As part of Truro and Penwith Academy Trust

3. Monitoring arrangements

Last reviewed Feb 25

Next review Feb 28

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Governing Body

4. Action plan

Aim	Current Good Practice	Objectives	Actions to be taken	Person responsible	Completion Date	Success criteria
Increase access to the curriculum for pupils with a disability. AIM: <i>Highly skilled teaching team attuned to the needs of all children and able to best adapt T and L to meet these. The school provides a learning environment enabling all to independently thrive, feeling visible, valued and inspired.</i>	Explain your school's approach here. Examples: - Our school offers a differentiated curriculum for all pupils - We use resources tailored to the needs of pupils who require support to access the curriculum - Curriculum resources include examples of people with disabilities - Curriculum progress is tracked for all pupils, including those with a disability - Targets are set effectively and are appropriate for pupils with additional needs - The curriculum is reviewed to ensure it meets the needs of all pupils - Assemblies have an ongoing link to protected characteristics and fundamental British Values - Regular monitoring and evaluation of the learning environment to ensure it best meets the need of the children - Full access to all curricular and extra-curricular activities is a core value - iPad provision supports increased personalization and curricular access	Long term: All teachers confidently adapt their teaching and learning to meet the needs of all children. All curriculum areas demonstrate full inclusivity – representative of all Short term: All individual targets for SEND are SMART, collaboratively written with teacher / TA / Parent / child, building on previous success. All staff appropriately trained in SEND and inclusion. Strategies for facilitating required adaptation clear and implemented Classrooms optimally organised to promote independence and participation for all	Delivery of ongoing CPD for Teaching and learning – pedagogy. <i>Walkthrus</i> used to develop shared practice and strategies for teaching and learning across the school. Subject Leaders audit their curriculum areas for inclusivity – adapt where required to be fully representative. Investigate use of Insight to track individual targets / SENDCo and central team monitor and evaluate individual targets. Audit teacher and TA skills / develop a programme of ongoing targeted CPD accordingly / PINs project Work with Behaviour Lead / SEMH Team / PINs project / Trust SEND team Ongoing monitoring and learning walks – utilise all stakeholders.	Head Head / DHT All Teachers SENDCo / Head / All teachers SENDCo / HT SENDCo / HT SENDCo	Ongoing throughout 2025-26 and beyond By Summer 2026 Audit– Summer 2026 INSIGHT - Aut 2026 Summer 2026 / from Aut 2026 Ongoing to address need Ongoing to address need	Teacher demonstrate confidence with the Pedagogy playback for the school Subject leaders can narrate their subject and how inclusivity is interwoven. IPMs SMART – measurable and reducing the GAP INSIGHT effectively used to track children and their offer Compliance with all required training / TAs specialisms developed All groups' needs being met and planned for – dynamic Class organisation allows optimal delivery and participation by all

Improve and maintain access to the physical environment AIM: <i>The school provides a learning environment enabling all to independently thrive, feeling visible, valued and inspired.</i>	The environment is adapted to the needs of pupils as required. This includes: - School wide wheelchair access - All school site development has enabled further accessibility features to be improved: <i>The reception area provides access to the wrap around care and Junior classrooms</i> <i>Development of the Elliot building's outdoor area changed to be on one level</i> - Corridor steps and steps around the site having heights of handrail – adapted in recent years for need. - The closest parking bays to the school entrance are reserved as disabled parking - A purpose build disabled toilet is at the school reception - Library shelves at wheelchair-accessible height - Resource provision is under constant review – H and S Lead and premises lead reviews provision annually, or when individual risk assessments are required - The environment is adapted to the needs of the pupils as required - Advice from external professionals is actively sought – including OT, vision and hearing advisors.	Long-term objectives: Awareness of Needs: The school actively identifies and remains aware of the access requirements of disabled pupils, staff, governors, parents/carers, and visitors. Inclusive Layout: The physical layout of the school is designed and maintained to ensure that all pupils can access every area of the school safely and independently. Short term objectives: Safe Evacuation: All disabled pupils have appropriate measures in place to ensure their safe evacuation during emergencies. Accessible Fire Exits: Every fire escape route is fully accessible and suitable for use by all members of the school community.	Develop tailored access plans for each disabled pupil, addressing their specific needs and ensuring full participation in school life. Review and update plans regularly in consultation with pupils, parents/carers, and relevant staff. Identify and respond to the access requirements of staff, governors, and parents/carers to ensure inclusivity across the whole school community. Provide reasonable adjustments and support measures as appropriate. Use structured questions, discussions, and feedback opportunities to understand the access needs of parents/carers. Incorporate findings into school planning and ensure that facilities and events are accessible to all. Ensure that the needs of disabled pupils, parents/carers, and visitors are fully considered in all future building works, refurbishments, or redesign projects, with accessibility embedded as a core design principle. Develop and implement a Personal Emergency Evacuation Plan (PEEP)	SENDCo / Premises manager	Ongoing to address need	All disabled pupils have up-to-date, tailored access plans developed and reviewed collaboratively with pupils, parents/carers, and staff, ensuring their full participation in school life.
				Head / School Office	Spring 2026	The school consistently identifies, records, and responds to the access needs of staff, governors, and parents/carers, providing appropriate adjustments so that all members of the community can participate fully and inclusively in school life.
				Head / School Office	Spring 2026	Parents and carers' access needs are consistently identified through consultation and fully incorporated into school planning, resulting in facilities and events that are accessible and inclusive for all.
				Head / LAC / Premises Manager	Ongoing to address need	All future building projects embed accessibility, meeting the needs of disabled pupils, parents/carers, and visitors.
				SENDCo / Premises manager	Ongoing to address need	Every pupil with access or mobility difficulties has an up-to-date Personal Emergency Evacuation Plan (PEEP) in place,

	• Sensory adaptations: <i>Sound clouds have been fitted in the hall, relevant classrooms, and the Study Sanctuary, creating a quiet learning/working space with reduced sensory demand. In addition, the school has established a new and developing Nurture Hub designed to promote access and support for neurodiverse children, providing a safe, inclusive environment tailored to their needs.</i>		for every pupil with identified access or mobility difficulties. Develop a system to ensure all staff are aware of their responsibilities. Make sure all areas of school can have wheelchair access. Maintain clear and unobstructed cloakroom areas where fire exits are located, ensuring safe and immediate evacuation routes are always accessible. Carry out regular visual checks of all egress routes to ensure they remain clear, unobstructed, and safe for emergency evacuation.	Premises manager	Ongoing to address need Ongoing to address need	understood by staff and regularly reviewed, ensuring safe and supported evacuation during emergencies. All staff demonstrate awareness of their accessibility responsibilities through training, practice, and consistent application. Every area of the school is accessible to wheelchair users, with barriers removed or adapted. Cloakroom areas containing always remain clear and unobstructed, ensuring safe evacuation. Regular visual checks confirm that all egress routes are consistently clear, safe, and accessible for emergency use.
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