



Hillside Primary School

Accessibility Plan

Hillside Primary School is part of the Greenshaw Learning Trust.
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company number 7633694, registered at Greenshaw Learning Trust, ORU Sutton, Throwley Way, Sutton, SM1 4AF.

Hillside Primary School Accessibility Plan

January 2026

This Accessibility Plan applies to Hillside Primary School and all governors and staff must abide by the plan, which has been adopted in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust.

It is the responsibility of the Governing Body and Headteacher of the school to ensure that their school and its staff adhere to this plan. In implementing this plan, school staff must take account of any advice given to them by the GLT CEO and/or Board of Trustees.

This plan is subject to the GLT Equalities Policy and the Scheme of Delegation approved for the school. If there is any ambiguity or conflict then the GLT Equalities Policy and the Scheme of Delegation and any specific Scheme or alteration or restriction to the Scheme approved by the Board of Trustees takes precedence. If there is any question or doubt about the interpretation of this, the GLT CEO should be consulted.

Approval and review:

This plan is the responsibility of: Rebekah Millward

This plan was approved by the Governing Body on: 27th January 2026

This plan is due for review by:

Hillside Primary School Accessibility Plan

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, schools have had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to publish an Accessibility Plan showing how they plan to improve access progressively over time

A person is defined as having a disability by The Equality Act 2010 if they have:
“ a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities”.

This plan sets out the proposals of Hillside Primary School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

1. increasing the extent to which disabled pupils can participate in the school curriculum;
2. improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
3. improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Hillside Primary School 's Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

We are working within a national framework for educational inclusion provided by:

- Equality Act 2010
- The SEN Revised Code of Practice 2015
- The Disability Discrimination Act 1995 (amended for schools in 2001)

Hillside Primary School

Hillside has accessible facilities, both inside and outside. We currently have two disabled toilets, both downstairs. We have a lift and evacuation chairs have been fitted. There are handrails on every staircase. In the car park, we have disabled parking bays close to the building. All doorways are fully accessible for anyone in a wheelchair. Therefore, these matters are not included within the action plan as issues. However, when specific needs are known, we can review the provision accordingly.

Hillside Primary School's vision for disabled pupils:

Hillside is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action and challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We

aim to, as far as possible, remove those barriers and ensure that all pupils can take part in the day-to-day life in our school and benefit from the learning experiences we provide.

Our Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors within a given timeframe and anticipates the need to make reasonable adjustments to accommodate their needs where practicable.

PLANS TO INCREASE ACCESS TO EDUCATION FOR DISABLED PUPILS BY AREA:

1. INCREASING THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM (this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits)

Plan <i>(examples)</i>	Impact	Resp	Y1 review	Y2 review	Final review
Curriculum resources include examples of people with special educational needs and disabilities.	The curriculum will include a range of special educational needs and disabilities within its content to ensure that all children understand and are considerate of the range of SEND.	Teachers SLT SENCOs Subject Leaders	<p>Strengths: Including representation in curriculum resources and activities promotes inclusivity and helps to foster positive attitudes among all pupils toward diversity and provides role models for pupils with SEND.</p> <p>Areas for Improvement: Ensure that these resources are up-to-date, diverse, and embedded across subjects</p>		
To review the attainment of pupils with SEND regularly through whole school tracking systems.	<p>Analysis shows that expected progress has been made by all pupils</p> <p>Progress towards support tracker/EHCP targets has been achieved.</p> <p>Provision has been reviewed and amended based on the needs of pupils</p>	Teachers SLT SENCOs	<p>Strengths: Regular monitoring ensures that the progress of SEND pupils is visible and interventions can be tailored to individual needs. Whole-school systems encourage accountability.</p> <p>Areas for Improvement: Involve parents, carers, and the pupils in setting and reviewing targets. Ensure that the system is accessible for staff to use effectively.</p>		
Adaptations to the curriculum to meet the needs of individual	All staff are familiar with the criteria for identifying	Teachers SLT	Strengths: Personalising the curriculum to address diverse		

learners.	specific needs and how best to support these children in the classroom	SENCOs	learning needs and remove barriers to engagement. Teachers have access to practical tools and strategies. Areas for Improvement: Regularly reviewing the effectiveness of these adaptations. Encourage co-creation of learning plans with pupils and their families.		
Effective use of resources & specialised equipment to increase access to the curriculum for all pupils	Access to the curriculum will be improved using good quality resources, interventions and adaptations. Independence increased as a result.	Teachers SLT SENCOs	Strengths: Providing appropriate resources to ensure that pupils can fully engage in learning and they are readily available and maintained. Areas for Improvement: Provide staff with training on the effective use of specialised tools as needed.		
All out-of-school and extracurricular activities are accessible and planned to ensure the participation of a diverse mix of pupils	All out-of-school and extra-curricular activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements All pupils can access all school trips and take part in a range of activities All pupils have access to PE and are able to excel,	Teachers SLT SENCOs	Strengths: Ensuring that all activities are inclusive helps foster social connections and builds confidence in pupils with SEND. Areas for Improvement: Engage with SEND pupils and their families during the planning stages to identify potential barriers. Provide appropriate support, such as additional staffing, transportation, or adapted facilities, to ensure equitable participation.		

	for example with support from an adult				
Training for staff on increasing access to the curriculum for all pupils (including medical needs)	All staff will have a clear understanding of the needs of all children and know how to ensure the curriculum is fully accessible to them.	SLT SENCOs	<p>Strengths: Continuous professional development equips staff with the skills and confidence to meet diverse needs effectively.</p> <p>Areas for Improvement: Tailor training sessions to address specific challenges faced by the school's SEND population. Include case studies, hands-on practice, and opportunities for reflection. Monitor the impact of training on teaching practices and pupil outcomes.</p>		

2. IMPROVING THE ENVIRONMENT OF THE SCHOOL TO INCREASE THE EXTENT TO WHICH DISABLED PUPILS CAN TAKE ADVANTAGE OF EDUCATION AND ASSOCIATED SERVICES

Plan	Impact	Resp	Y1 review	Y2 review	Final review
Fire and emergency evacuation procedures to be in place for those with additional needs.	Evacuating safely during a fire or incident	SLT SENCOs	<p>Strengths: Recognising the importance of PEEPS ensures that all pupils, including those with disabilities, are accounted for during emergencies.</p> <p>Areas for Improvement: Social stories to be created to share with children as needed.</p>		
To ensure classroom	Access to the environment	Teachers	Strengths: Creating inclusive		

environments meet the needs of pupils	will be improved and show consideration for all using good quality resources and adaptations	Teaching Partners SLT SENCOs	classroom environments to support a sense of belonging for all pupils. Adaptations such as flexible seating arrangements, visual aids, and sensory-friendly spaces. Areas for Improvement: Sensory Considerations - Minimising sensory overload by managing noise levels, lighting, and visual clutter as much as possible. Include calm areas or sensory corners for pupils who may need breaks.		
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3. IMPROVING THE DELIVERY TO DISABLED PUPILS OF INFORMATION, WHICH IS PROVIDED IN WRITING FOR PUPILS WHO ARE NOT DISABLED

Plan	Impact	Resp	Y1 review	Y2 review	Final review
Availability of written material in alternative formats (for parents/carers)	Parents and pupils feel fully involved in the life of the school and can access important information	Admin Teachers SLT SENCOs	Strengths: Offering written materials in alternative formats (e.g., translated into easy-read versions) ensures inclusivity and better engagement with families of disabled pupils and fosters a positive relationship with parents/carers. Areas for Improvement: Ensure a range of alternative formats are available in paper form or electronically via the		

			website.		
Availability of written material in alternative formats (for children)	All pupils can read texts that are appropriate to their visual needs/learning needs.	Teachers SLT SENCOs	<p>Strengths: Using formats such as simplified text, symbol-supported communication (Widgit)</p> <p>Areas for Improvement: Ensure all teachers and staff consistently provide materials in accessible formats, avoiding gaps in certain subjects or activities.</p>		