



Holland Moor Primary School



School Accessibility Plan

Introduction

This Accessibility Plan sets out how Holland Moor Primary School intends to increase the accessibility of education, the physical environment and information for disabled pupils, staff, parents/carers and visitors. It has been written to align fully with the school's Equality Policy and Public Sector Equality Duty (PSED) Statement, ensuring a clear and consistent approach to inclusion and equality.

The plan is drawn up in accordance with the Equality Act 2010 and the SEND Code of Practice (2015) and should be read in conjunction with the Equality Policy, SEND Policy, Behaviour and Anti-Bullying Policy and School Improvement Plan.

Legal Framework

Under the Equality Act 2010, schools are required to:

- Not discriminate against disabled pupils in admissions, exclusions or provision of education
- Not treat disabled pupils less favourably
- Take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- Publish and implement an Accessibility Plan

A person is considered to have a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Vision and Purpose

Holland Moor Primary School is committed to ensuring that all pupils, regardless of disability, can access education, participate fully in school life and achieve positive outcomes. We recognise that accessibility is central to equality of opportunity and is a shared responsibility across the school community.

The purpose of this plan is to:

- Reduce and eliminate barriers to learning and participation
- Support equality of opportunity for pupils with disabilities
- Ensure reasonable and anticipatory adjustments are in place
- Maintain a clear golden thread between accessibility, equality and school improvement



Contextual Information

School Site and Facilities

The school building is largely accessible:

- Most classrooms are located on a single level
- Classroom use can be rotated to meet individual pupil needs
- All but two public-access rooms, including front and back entrances, toilets, the library and hall, are on the ground floor with no steps
- The school has **four disabled toilets** available for pupil, staff and visitor use

Accessibility of the site is reviewed regularly as part of premises planning and in response to any identified need.

Current Pupil and Community Needs

At present, the school has:

- **No wheelchair-dependent pupils**
- **No wheelchair-dependent parents or members of staff**

The school supports pupils with a range of additional needs, including:

- Moderate and specific learning difficulties
- Complex medical conditions
- A small number of pupils and parents with hearing or visual impairments

Although current need may be limited in some areas, the school plans proactively for future accessibility requirements.

Key Areas of Responsibility

In line with statutory guidance, this plan focuses on three key areas:

1. Increasing access to the curriculum
2. Improving access to the physical environment
3. Improving the delivery of information in accessible formats

These areas directly support the equality objectives set out in the Equality Policy and PSED Statement.

Increasing Access to the Curriculum

Improving teaching and learning for all pupils is at the heart of the school's inclusive approach.



The school will:

- Deliver a broad, balanced and inclusive curriculum for all pupils
- Use adaptive teaching strategies to meet diverse learning needs
- Identify underachievement early through robust assessment and tracking processes
- Provide targeted interventions for pupils with SEND and those who are disadvantaged
- Ensure disabled pupils can access educational visits, enrichment activities and leadership opportunities
- Liaise with specialist services, advisory teachers and health professionals to support curriculum access

Staff training and professional development are prioritised to strengthen inclusive classroom practice and build confidence in supporting pupils with a range of needs.

Improving Access to the Physical Environment

The school is committed to taking reasonable and anticipatory steps to improve the physical environment so that it is safe, welcoming and accessible for all users.

This includes:

- Continued use of ground-floor classrooms where required
- Planning classroom allocations to meet individual needs
- Maintaining accessible entrances, toilet facilities and shared spaces
- Considering lighting, acoustics, signage and colour contrast in learning environments
- Improving internal and external areas, including playgrounds and outdoor learning spaces

Accessibility considerations form part of premises development planning and are reviewed in response to changes in pupil or community need.

Improving the Provision of Information

The school recognises that information must be accessible to ensure full participation in school life.

The school will:

- Provide information in alternative formats where required (e.g. enlarged print, clear layouts)
- Adapt teaching materials to support pupils with visual or hearing impairments
- Offer translation or interpretation services where appropriate



- Ensure staff are aware of expectations for inclusive and accessible communication

Requests for alternative formats are met within a reasonable timeframe.

Roles and Responsibilities

Headteacher

The Headteacher is responsible for:

- Ensuring the Accessibility Plan is implemented effectively
- Maintaining alignment with the Equality Policy and SEND Policy
- Reporting progress and impact to the Governing Body

Governing Body

The Governing Body is responsible for:

- Ensuring statutory accessibility duties are met
- Monitoring progress against this plan
- Reviewing the plan alongside equality objectives and published equality information

Staff

All staff are responsible for:

- Implementing inclusive and accessible practice
- Identifying and removing barriers to learning
- Working proactively to support pupils with disabilities

Monitoring and Review

This Accessibility Plan is reviewed annually alongside the Equality Policy and Public Sector Equality Duty objectives.

Monitoring includes:

- Analysis of pupil progress and attainment data
- Attendance and participation information
- Feedback from pupils, parents and staff
- Review of physical access arrangements

The plan is updated as required to ensure continued improvement and statutory compliance.



Review Cycle

This Accessibility Plan will be formally reviewed every three years, or sooner if there are significant changes to pupil needs, staffing or the school environment.