

Hollyfield Primary School - Accessibility Plan



July 2026 to July 2029 (to be reviewed annually)

Hollyfield is a place where everyone matters and the well-being and development of each child underpins all that we do.

Our aim is to develop children into confident and resilient learners, for them to develop a love of learning and to encourage them to explore opportunities to step outside of their comfort zone whilst not neglecting the need to develop wider life skills that they can use to underpin their future development.

We feel that our school should be at the heart of our community and as such we take seriously the requirement to reflect the values and needs particular to the families within our catchment; it is important to us that parents feel that they are enabled to work in partnership with us and know that they have played an important part in their children's learning journey.

SEN and Disability Act 2001

Since September 2002, the Governing body has three key duties towards disabled pupils, as set out in Part 4 of the Disability Discrimination Act, 1995.

- Not to treat disabled pupils less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage. - To plan to increase access to education for disabled pupils

Equality Act 2010 and Accessibility Planning

Hollyfield Primary School recognises its duties under the Equality Act 2010 and the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017.

The school is committed to ensuring that disabled pupils are not placed at a substantial disadvantage compared with non-disabled pupils and will make reasonable adjustments where required.

This Accessibility Plan sets out the steps the school intends to take to improve accessibility for disabled pupils, staff, parents, carers and visitors in relation to:

- increasing access to the curriculum;
- improving access to the physical environment; and
- improving the accessibility of information.

The plan will be reviewed and updated regularly and will be monitored by the Headteacher, SENCO and Governing Body.

Current accessibility

Hollyfield Primary School currently has a range of arrangements in place to support accessibility for disabled pupils and members of the school community. These include reasonable adjustments to teaching and learning, visual communication systems, sensory adaptations, additional transition arrangements, personalised support, accessible/intimate care facilities and adaptations to educational visits.

The school recognises that accessibility is an ongoing process and will use environmental, curriculum and information audits, pupil and parent voice, staff feedback and advice from relevant professionals to identify and address emerging barriers.

Outcomes for groups of children and young people	Planning Code C- Curriculum E- Environment I- Information				Evidence	Dates (from and to)
		Actions	Lead	Resources		
1. Curriculum accessibility						
To ensure that relevant information about disability, SEND, medical and accessibility needs is identified and shared in advance so that appropriate reasonable adjustments can be put in place from the point of admission or transfer.	I	SLT/office staff to gather relevant information about disability, SEND, medical and accessibility needs before admission or transfer and share this with appropriate staff. Home visits and visits to nursery or other educational settings to discuss and determine needs for new school starters. Reasonable adjustments and accessibility arrangements identified through transition information are planned	EYFS Lead SENCO Office staff	New starter information forms Time allocated to visit other settings	Completed new starter paperwork Transition documents SEN documentation (EHCPs, SSPPs, support plans etc.) Professional reports Diagnosis information/reports Notes/feedback from visits to settings	Annually for EYFS starters As required for transfers

		planning before the visit takes place.				
To increase disabled pupils' access to teaching, learning and classroom communication through appropriate communication strategies, visual supports and reasonable adjustments.	C, I	Visual supports, communication systems and accessible classroom resources are implemented consistently in response to identified pupil need and professional advice. Staff are supported to use appropriate communication strategies and visual supports to enable pupils to access learning and classroom routines.	SLT All staff CAT, LLSS, SaLT	Environment & sensory audit checklists Widgit Online Communication tools Outside agency hours used for audits and strategic planning	Completed checklists Evidence of visuals – visual timetables, Now and Next boards, Task boards etc. Audit and Strategic planning feedback/documents	Annually (or as required)
To increase access to teaching, learning and communication for disabled pupils through the appropriate use of assistive technology and communication resources.	C, E	Support and advice from outside agencies to form part of planned provision and interventions for pupils. Resources and assistive technology available, as appropriate, to support pupils with communication and interaction difficulties.	HT SENCO LLSS, CAT, SaLT All staff	Resources as identified in report recommendations Access to SaLT LLSS hours CAT hours	Outside agency reports Resources in use across school Evidence of assistive technology in use Pupil outcomes/ feedback where appropriate Professional advice/ recommendations	As required
To ensure that staff have the knowledge and skills required to remove barriers and make reasonable adjustments so that disabled pupils can access learning and participate successfully.	I	Staff training needs are identified through SEND monitoring, pupil need, professional advice and school priorities, with appropriate training provided.	HT SENCO CAT LLSS SaLT	Staff meeting time Outside agency hours to deliver training	Staff meeting overviews Presentations and handouts SEN staff training log Certificates Training resources Feedback forms	Ongoing

		Relevant staff maintain appropriate training and knowledge to support identified accessibility needs. All staff receive de-escalation and behaviour management training. Other appropriate training opportunities offered and delivered, as appropriate, by outside agencies (CAT, PSS, SaLT)				
To reduce communication barriers so that disabled pupils can participate in learning, school routines and social opportunities.	C, E	Effective implementation and use of NHS SaLT support through the Balanced System. Wellcomm screening in Reception to identify need and coordinate supported provision. SLCN training and resources sought and delivered, as necessary, with support from providers and expertise across the LTE.	SENCO SaLT Relevant external professionals School staff	Access to SaLT SaLT advice and resources WellComm screening resources Staff training time CAT/LLSS hours where required Communication resources identified through assessment/professional advice	SaLT reports Staff meeting overviews SEN training log Presentations and handouts Certificates Training resources Feedback forms RAPs	Ongoing
To ensure that disabled pupils have access to appropriate resources and reasonable adjustments to enable them to access and record their learning.	C, E	Staff adapt resources and presentation of learning, including font size, colour, contrast, layout and use of visual supports, in response to identified need and professional advice.	SENCO LLSS OT EP All staff	Resources as identified in report recommendations Access to OT support LLSS hours Outside agency hours for advice and support	Outside agency reports Resources in use across school Records of communication with OT	Ongoing As required

		Resources and reasonable adjustments provided in response to identified individual needs, professional advice and/or accessibility requirements. Liaison with NHS OT services.				
To reduce social, emotional and mental health barriers that may affect disabled pupils' access to learning and participation in school.	C, E	EPS support to provide strategies, approaches and advice to reduce barriers to learning and participation. Resources and reasonable adjustments provided in response to identified need and professional advice.	SENCO EPS SEBA Lead Class teachers All staff	EP hours Resources as identified in report recommendations	Outside agency reports Resources in use across school	As required
To reduce barriers associated with emotional wellbeing and mental health so that disabled pupils feel safe, secure and able to participate in school.	E	Trained mental health staff on site to support with SEMH needs. Embed TGMC principles and emotional literacy across the school	HT Pastoral Lead All staff	Training for key staff Resources to support SEMH	Staff responsibilities list mental health and well-being policy	Ongoing
To reduce social and communication barriers so that disabled pupils can participate successfully in social interactions and build positive relationships with peers.	C, E	Social skills provision and interventions provided to meet individual needs. The Hub and Sanctuary offered as regular provision to support pupil needs.	SENCO Pastoral Lead Play leaders Class Teachers All staff	Resources for activities in The Hub/ Sanctuary Resources to support social skills interventions Social skills programmes Lego Play equipment for play leaders Time/cost of training for staff and pupils Compass Birmingham	Referrals for The Hub/ Sanctuary Register for The Hub/ Sanctuary Play leader list & register Lego therapy groups & session notes SEN training log RAPs	Ongoing

		TGMC embedded across the school Lego therapy programme delivered by trained staff. Peer mentoring/mediation and Play Leader schemes delivered by trained pupils.		Our Place		
To ensure that disabled pupils experience effective transitions and are supported to maintain access to education when moving between settings, classes or key stages.	I	Visits to other educational settings and/or meetings with staff teams to discuss and share key information ahead of transition. Opportunities additional transition days facilitated for pupils with SEND Transition programmes planned and delivered for disabled pupils where additional transition support is required. Comprehensive handover meetings between staff with sharing of key information for pupils including PCRs for secondary transfers as appropriate.	HT SENCO LLSS Class teachers	Time allocated to visit other settings or for meetings. Timetabled transition programme Time allocated for handover meetings LLSS hours Time and resources for transition planning and handover	Records of meetings/ visits for transition Communication with other settings re: transition Transition activity plans and timetables Transition booklets Handover notes and documents	Annually (or as required)
To ensure that disabled pupils can access an appropriate and ambitious curriculum through identification of barriers, reasonable adjustments	C, I	Involvement of outside agencies and professionals to ensure interventions and strategies appropriate to individuals.	SENCO SLT Class Teachers Relevant support staff	Outside agency hours for advice and support Resources as identified in report recommendations Time allocated for reviews and meetings	SEN files and paperwork Review documentation Outside agency reports Meeting minutes/notes	Ongoing

and appropriate additional provision.		Regular review cycles (with inclusion of parent and pupil voice) to monitor and determine impact of provision.				
To ensure that individual adaptations and reasonable adjustments are identified, implemented and reviewed so that disabled pupils can access learning and make progress.	C, I	Individual adaptations and reasonable adjustments are recorded, implemented and reviewed through the school's graduated approach and appropriate SEND documentation. The impact of adjustments on pupils' access to learning is reviewed regularly, with changes made where required.	SLT/SENCO Class Teachers Teaching assistants	Time allocated for monitoring Time allocated for creating new SSPs SSP creator programme	SSPs SEN files Books/pupil's work Monitoring and feedback forms Pupil progress notes Performance management documents	Termly
To reduce social, emotional and mental health barriers that may prevent disabled pupils from attending, participating in and accessing education.	C, E	Mentoring and targeted pastoral support are provided where required to reduce barriers to attendance, participation and engagement, with appropriate information shared between school staff, parents/carers and external professionals.	HT Pastoral Lead	Outside provider costs Space for 1:1 work Resources to support mentoring/ pastoral interventions Our Place Compass Birmingham	Referral paperwork Records of mentoring sessions Communication with outside providers Timetables RAPs	As required

2. Physical/environmental accessibility

To ensure that disabled pupils, staff and visitors can access and use the school site safely and independently, with reasonable adjustments made where required.	E	HT/Site Manager to complete environment walks to identify areas for development. Governors to complete environment reviews to support the identification of priorities and support planning next steps. Liaison with external agencies, appropriate to ensure site is accessible for all. Accessibility barriers identified through audits, pupil/parent voice, staff feedback or individual need are recorded, prioritised and addressed through the site development plan.	Headteacher Site manager Governors CAT, LLSS, OT, EP, SaLT	Environment walk checklist Site development plan Governors meeting time allocated for environment walks and reviews Ramp as required. Outside agency hours used for audits and strategic planning	Completed checklists Updated site development plans Minutes from governor meetings Audit and Strategic planning feedback/documents	Annually
To ensure that disabled pupils with personal care needs can access appropriate facilities safely and with dignity.	E	Appropriate facilities and support provided for pupils who are still in nappies/pull ups.	HT SENCO	Changing area Appropriate arrangements for the safe disposal of personal care waste. Aprons/gloves	Intimate care policy	As required

3. Accessibility of information

To ensure that information provided by the school is accessible to disabled pupils and is presented in an appropriate format, taking account of individual needs and preferences.		Information is adapted into accessible formats where required, including appropriate font size, colour contrast, layout, visual supports, symbols, simplified language, audio or alternative formats. Staff use pupil-specific recommendations and professional advice to determine appropriate methods of presenting information. Information is provided within a reasonable timescale and reasonable adjustments are made where required.	SENCO SLT Class teachers All staff	Widgit online Visual resources Accessible document formats Specialist resources as recommended	Examples of accessible information Pupil-specific accessibility recommendations Communication with pupils/parents Professional reports/recommendations Staff guidance/training	Ongoing/ as required
To ensure that information presented visually or aurally is accessible to pupils with sensory impairments or other communication needs.	E	Adaptations made to the presentation of information, including positioning, font size, contrast, visual clutter, lighting and auditory information, in response to identified need and professional advice. Resources provided in response to identified accessibility needs and professional advice.	HT Class Teachers	Resources as identified in report recommendations Outside agency hours for advice and support	Learning walk feedback Examples of adaptations Professional recommendations Pupil feedback where appropriate	Annually (or as required)

Monitoring and review

The Accessibility Plan will be reviewed annually by the Senior Leadership Team and governing body, with progress monitored throughout the year. Amendments will be made where there are changes in pupil need, legislation, professional advice or the physical environment. Feedback from disabled pupils, parents/carers and staff will be considered when reviewing the effectiveness of accessibility arrangements.