



ACCESSIBILITY PLAN

Approved by Governors: Autumn 2025

NEXT REVIEW: Autumn 2028

Accessibility Plan

Helsby Hillside Primary school

This policy was written in September 2025 by the Headteacher and Chair of Governors which will be reviewed every 3 years by the Headteacher and approved by the Learning and Teaching Committee.

1. We are 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 challenging negative attitudes about disability and accessibility and to develop a culture of awareness, tolerance and inclusion.
2. Helsby Hillside Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school.

The Accessibility Plan contains relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education
 - Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum
 - Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame
3. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted as required.
 4. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
 5. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
 - Equal Opportunities and Diversity Policy
 - Health & Safety Policy
 - Special Educational Needs and Disabilities Policy
 - Strategic School Improvement Plan
 - Asset Management Plan
 6. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken by the school in conjunction with a named governor. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

7. All curriculum policies included a section relating to access
8. The Website includes a copy of the Accessibility Plan.
9. The Plan will be monitored to assess its impact on the school community, through the full board of governors.
10. The school will work in partnership with the local education authority Cheshire West and Chester
11. The Plan will be monitored by Ofsted as part of their inspection cycle.

Possible Accessibility Issue	Current Position/Action	Timescale	Person(s) Involved	Monitoring
Is the curriculum designed to allow equal access?				
Pupil attainment	Data is analysed to ensure progress of all pupils is being made. There is no current evidence of inequality in achievement	Termly pupil progress reviews	Curriculum leaders SLT	SLT monitoring each term reporting to the Governing Body.
Reasonable adjustments and adaptive practice	Reasonable adjustments are made to enable pupils to access the curriculum. Teachers check pupils understanding systematically and adapt their teaching appropriately.	Weekly planning	All class teachers	Curriculum leaders & SLT termly monitoring in line with Strategic Overview.
Meeting the needs of pupils with identified special educational needs and/or disabilities	Termly provision maps outline how individual needs of children will be met as well as provision timetables in each class.	Provision maps are evaluated in an ongoing fashion and formally reviewed termly	All teachers SENCO	SENCO to monitor provision maps and effectiveness of provision with the Headteacher to monitor pupil progress termly and annually.
Pupils with English as a second language	Pupils with English as a second language receive differentiated support as appropriate. This could include extra phonics, reading, computer software.	Termly	All teachers	SENCO with class teachers. Provision Maps
Resources	Provision of appropriate resources to support pupils with access to the curriculum e.g. use of visual timetables and use of hearing aid to support pupils with hearing impairment	On going according to pupil needs	All teachers to report needs to the SENCO.	SENCO to monitor resources are in place to support needs of identified pupils.

Curriculum Access	All pupils access the full curriculum. Teachers use the EEF's 'Five-a-day' principles in response to individual needs.	On going as need arises through the year	SENCo All staff	Monitored by curriculum leaders in consultation with the SENCO.
Is the building designed to meet the needs of all pupils?				
Building Design	Wheelchair access to the school is provided through the main entrance, the Y2 entrance and the Y5 entrance. Access to the hall is currently available through the rear fire doors. Wheelchair access is available to the KS1 building through the Reception entrance and with the use of Ramps are provided for children with wheel chairs to the Y1 classroom.	Daily basis as required	Site Maintenance Officer Governors finance, Staffing and Building Committee	Governors Finance, Staffing and Building Committee Site Maintenance Officer
Is communication in place to meet the needs of all its community?				
Presentation of information	Identified children have access to visual timetables which are updated on a regular basis Newsletters for parents are produced in electronic format on the website; hard copy if requested.	Daily basis as required Monthly	SENCO / Headteacher All staff Headteacher	SENCO / SLT Headteacher