Hillborough Junior School

Accessibility Policy and Plan

Last Policy Review – January 2025 **Next Review date:** January 2028

Last Plan Review – January 2026 **Next Review date**: January 2027

Updates since last version:

Section Title	Page Number	Change
Document title		Changed from Accessibility Plan to Accessibility Policy and Plan for clarity.
Information from pupil data and audit	4	ASD changed to ASC (Autistic Spectrum Condition) to reflect current terminology used
Accessibility PLan	9-14	Various additions based on annual review of targets.

Introduction

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act (DDA). According to the Equality Act 2010 a person has a disability if:

(a) He or she has a physical or mental impairment.
(b) The impairment 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 the Governing Body of Hillborough Junior School to increase or maintain access to education for disabled pupils in the three areas required by the planning duties of the Equality Act 2010:

- Increasing the extent to which disabled pupils can participate in the school curriculum, expanding the curriculum where necessary to ensure that pupils with a disability are as, equally, prepared for life as are able bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure or cultural activities or school visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
- Improving and maintaining access to the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improving the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within reasonable timeframes.

It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Vision, mission and values

Hillborough Junior School is committed to giving all its children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter most. Hillborough Junior School promotes individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Our vision statement:

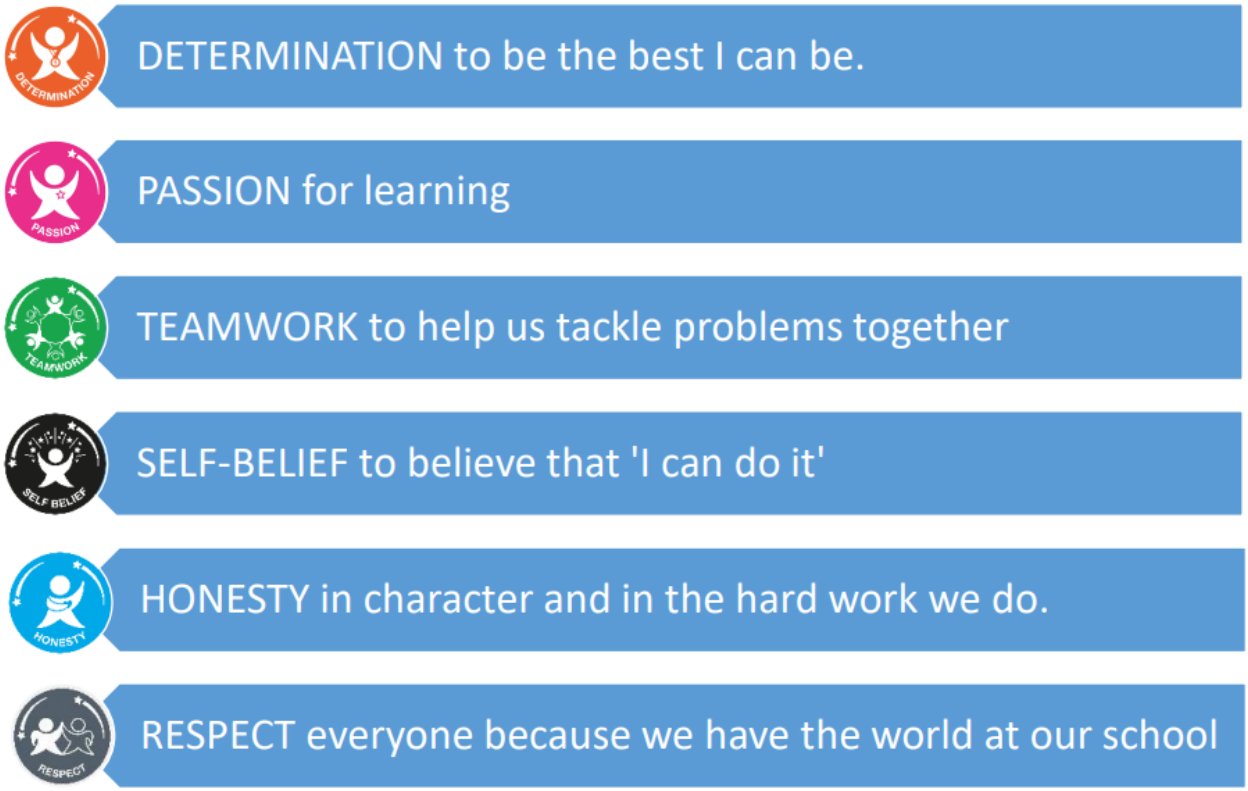
To be:

- An outstanding place of education mutually respected and valued by the community it serves.
- A place where **all** children thrive, aspire to excellence, and develop the habits and values required for life in an ever-changing world.
- A place where colleagues utilise professional development opportunities to be the best they can be and to deliver a first class education.
- A place where the whole school community works together for the safety, wellbeing and all round development of **all**.

Our mission statement:

At Hillborough Junior School, we work together as a family to provide a safe, happy, creative and healthy learning environment that fosters academic, emotional, social and physical growth for **all**, whilst creating the opportunity for children to develop the, knowledge, skills, values and habits needed to lead a positive and fulfilling life.

Our values:



Our school aims to be an inclusive school. We actively seek to remove barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children or any adults associated with our school without regard to differences in/for:

- Girls and boys
- Minority ethnic and faith groups
- Children who need support to learn English as an additional language
- Children with special educational needs or disabilities
- Gifted and talented children
- Children at risk of disaffection or exclusion
- Sexual orientation
- Gender reassignment
- Pregnancy/maternity
- Mental Health

Information from pupil data and school audit.

We currently have a range of children from all backgrounds, needs and abilities. These include:

- ASC (Autistic Spectrum Condition)
- Dyslexia
- Developmental needs
- Physical Disability
- Gross and fine motor disabilities
- Social, Emotional and Mental Health Needs
- Speech, Language and Communication Needs

We collect information from the Early Years/Infant settings, so that we are prepared for children when they arrive in school.

We liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.

We collect data through questionnaire responses from parents or carers.

The main priorities in the school's plan

We take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary to fully include them in the life of the school.

Increasing the extent to which disabled pupils can participate in the school curriculum.

- ✓ Within a rolling programme of curriculum policy review and school improvement, ensure that policies relate to disabled pupils and the outcomes in the Every Child Matters agenda.
- ✓ Draw on expertise of external agencies to provide specialist advice and support.
- ✓ SENDCo to have an overview of the needs of disabled pupils
- ✓ Ensure there are high expectations.
- ✓ Ensure there is appropriate deployment and training of learning support staff.
- ✓ Share successful practice within the school and beyond.
- ✓ Work with partner schools.
- ✓ Ensure disabled pupils have access to extracurricular activities and school visits.

Improving and maintaining access to the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

- ✓ Ensure that any planned extension and remodelling of the school increases accessibility and addresses priorities identified in the accessibility audit.
- ✓ Include accessibility in the school improvement plan where appropriate.
- ✓ Ensure that any repairs and replacements to fixtures and fittings increase accessibility.

Improving the delivery of written information to pupils, staff, parents and visitors with disabilities

- ✓ Ensure that disabled pupils receive hand-outs, timetables, worksheets, notices and information about school events
- ✓ Ensure this information is available in an appropriate format which takes into account the pupils' disability.

Supporting parents with disabilities:

When providing newsletters and information for parents and carers, Hillborough will make this available in an accessible format so that parents or carers who may be, for example, visually impaired, can access the information.

Additionally, events for parents and carers such as consultation evenings and meetings with teachers, will be held in accessible parts of the building, where needed.

Monitoring and Review

The Policy document will be reviewed every three years or sooner if required. The accessibility plan and the checklist below will be reviewed annually by the Senior Leadership Team (SLT) and Governors via the January Premises meeting.

Section 1

How do we deliver the Curriculum?

Question	Yes	No
Do we ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?		
Are our classrooms optimally organised for disabled pupils?	Where appropriate	
Do lessons provide opportunities for all pupils to achieve?		
Are lessons responsive to pupil diversity?		
Do lessons involve work to be done by individuals, pairs, groups and the whole class?		
Are all pupils encouraged to take part in music, drama and physical activities?		
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example visually or hearing impaired children?		
Do staff recognise and allow for additional time required by some disabled pupils to use equipment in practical work?		
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?		
Do we provide access to computer technology appropriate for pupils with disabilities?		

Are school visits made accessible to all?		
Are there high expectations of all pupils?		
Do we seek to remove all barriers to learning and participation?		

Section 2

Is our school designed to meet the needs of all pupils?

Question	Yes	No
Does the size and layout of areas – including classrooms, assembly hall, dining room, library, computer suite etc. allow access for all pupils?		
Can pupils who use wheelchairs move around the school without experiencing barriers to access caused by doorways, steps or toilets?		
Are pathways around the school site and parking arrangements safe, logical and well signed?		
Are emergency and evacuation systems set up to inform all pupils, including alarms with both visual and auditory components?		
Are non-visual guides used to assist people to use buildings?	N/A	
Are any of the signs or decors considered to be confusing or disorientating for children with visual impairment, autism or epilepsy?		
Are all areas well lit?		
Are steps made to reduce background noise for hearing impaired children?	N/A	
Is furniture and equipment selected, adjusted and located appropriately?		

Section 3

How does the school deliver materials in other formats?

Question	Yes	No
Do we provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and families who may have difficulty with standard forms or printed information?		
Do we ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?		
Do we have the facilities such as ICT to produce written information in different formats?		
Do we ensure that the staff are familiar with technology and practices developed to assist people with disabilities?		

Accessibility Plan 2025

This accessibility plan has taken into account expectations taken from the Equality Duty and also feedback from parental questionnaires as well as audits

The plan will be reviewed annually at the January Premises Meeting.

Part one

Increasing access for disabled pupils to the school curriculum

Target	Action	Resources	Outcomes	Timescale
School vision and mission statement is reflective of all children to be the best they can be regardless of ability.	● Vision and values to be reviewed by staff, governors, pupils and parents, through meetings and letters. ● Vision and mission to be on website and accompany various documents home e.g. school reports.	Time: staff meetings, governors' meetings, school assemblies, consultation with parents.	The school vision and values statement is relevant and up to date and reflects the school's commitment to achievement for all. The vision and mission is consulted on when strategic decisions are made.	Annual
Curriculum and relevant school policies are reflective of the school's commitment to access for all.	● Review policies in line with the school's review cycle. ● Annual curriculum review	Time: staff meetings, governors' meetings, consultation with parents.	Policies reflect the school's commitment to removing barriers to learning. A bespoke curriculum is created for pupils working below the National Curriculum.	Annual Review
Disabled pupils are supported well through the use of expert external services	● Access external services for advice before pupils start school, and then to provide ongoing advice and support as required.	Time: for staff to liaise with specialists Financial: purchase of specialised equipment.	The environment is appropriate and staff are well prepared to meet the needs of disabled pupils. Staff have greater understanding of disability issues.	Ongoing
Staff are trained appropriately to meet the varied or specific needs of children in the school and to use specialist resources.	● Staff attend relevant courses, SENCO to have an overview of the needs of disabled pupils. Share successful practice within the school and with partner schools.	Staff Training Costs Cover costs for staff	Staff are deployed effectively and have high expectations of disabled pupils relative to their needs. Staff are able to support pupils effectively.	Ongoing

	● Clicker training for teachers and teaching assistants.			
Resources are developed and purchased to support the needs of children with SEND	● As resources are updated, ensure they will meet the differing needs of pupils. ● Purchase Clicker for all devices to support pupils who have difficulties with writing.	Cost of new resources and materials. Clicker subscription.	Students with disabilities have access to appropriate curriculum materials. Barriers to writing are being removed and pupils feel a sense of achievement. They begin to enjoy writing.	Ongoing as new needs occur
Develop pupils' understanding of disability.	● Include positive portrayals of disabled people throughout the curriculum where appropriate, avoiding stereotypes. ● Provide opportunities to partake in disability sport in PE lessons and competitively. ● Invite role-models into the school to talk to children.	Cost of new resources.	Pupils provide a supportive environment in which disabled pupils are accepted and respected.	Ongoing
To improve provision at Hillborough Junior School	● Provide training on needs, as the school receives new pupils with disabilities. ● Include a diverse range of books in the school library. ● Continued PSHE lessons, assemblies about diversity and valuing all people. ● Continue to focus on the talents of all pupils through enrichment ● Continue to promote diversity through dedicated days within the school year	Financial: Ensure all activities are fully resourced. Training costs for staff.	The school promotes equality of access to all areas of the curriculum and school life. There is a celebration of diversity and practicing tolerance and respect. Pupils feel empowered because the curriculum offered to them is rich and varied and they have the opportunity to succeed. Staff are skilled at creating opportunities for all and strive to ensure all children leave the school successful, fulfilled and ready for their next stage of education.	Term before enrolment Ongoing and on a needs basis

Apply for and achieve the Inclusion Quality Mark	● Audit our inclusion offer ● Collect evidence to satisfy the criteria for application. ● Review policies and procedures and practices ● Gain insights from a range of stakeholders. ● Staff meetings to keep staff updated and gain feedback. ● Submit application and await assessment visit.	Cost of Quality Mark	It is hoped that school will achieve the higher standard of Centre of Excellence which will recognise the schools unwavering focus on providing all pupils with an inclusive environment that enables them to thrive and aspire to excellence (whatever that may look like for them individually. School will be in a position to offer guidance and support to other education establishments	Apply Spring Term 2026.

Review

- The school vision and mission statement is now embedded into the culture of the school. This will be reviewed regularly to ensure it remains relevant to our children, staff and community.
- When policies are reviewed consideration is given to accessibility.
- Our school library now has a range of books that cater for the diverse community of our school. Book choices for English lessons are regularly reviewed to ensure we have diversity of reading material across the school.
- Visits by Power 2 Inspire has enabled pupils to actively become involved in sports that are adapted to enable both able bodied pupils and disabled pupils to compete together equitably.
- During our regular progress meetings, teachers have articulated that the use of Clicker has enabled pupils who struggle with their writing the opportunity to engage and become more successful with their writing.
- Our inclusion team worked hard to ensure that when the hub was set up for children working significantly below the level of the national curriculum, there was a suitable curriculum in place to support their needs. This was mainly around core curriculum subjects. The aim is also for these pupils to make progress in other areas such as communication, socialising appropriately and developing everyday skills.
- Hillborough achieved the Primary Science Quality Mark in the Autumn Term 2025. The focus of our submission was delivering highly adapted science content to our hub children - making science accessible for all.
- To support a particular child's profound need we have secured funding to provide music therapy. This therapy was identified as appropriate due to the individual talent and enjoyment of music.

Part two

Improving and maintaining access to the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

Target	Action	Resources	Outcomes	Timescale
Improve access to the school site	● Ensure that any planned extension and remodelling of the school increases accessibility. ● Ensure signage is adequate and clearly visible. Purchase additional school signage for the Corncastle entrance.	Reasonable costs incurred from extension or remodelling	Access to site improved Children can access all areas of the school site. Parents and visitors to the school can find their way around the site easily.	Ongoing
Annual audit of the school site.	● Audit the site to ensure the school site is adequate for the users of the school – pupils, parents, visitors and staff. ● Continue health and safety trials with governors.	Time	A clear picture is built of the school site identifying potential problem areas that will need reasonable readjustments. The site will be safe for all users – free from obstructions and hazards.	Annually for audit/Termly for H&S
Create accessible areas which promote wellbeing and positive mental health.	● Redevelop the ICT room to become an inclusive learning space.	£10,000	The Inclusive Learning Space will be a dedicated room which supports all pupils but is accessible to our pupils that are neurodiverse or have other specific special educational needs or disabilities.	Sept 2024
Within reason, the décor of the school includes displays to reflect more neutral tones.	● Purchase hessian as backing for display boards. ● Consider colours carefully when commencing a programme of redecoration	Cost of Hessian backing. Paint – R&M budget.	The school internal environment is more calming for pupils who may struggle with sensory overload.	
Review				
● Signage has been purchased for the Corncastle Road entrance to the school. ● Regular visits by governors enable us to ensure the school site is adequate for our users. All Year 3 parents and new in year admissions complete a survey to enable us to gain the views of parents/carers.				

- School has begun to use more neutral tones when decorating the classrooms. All classrooms use neutral display materials such as Hessian to back boards which has created a more calming environment for all pupils but most notably our neurodiverse pupils. Our ICT room has been repurposed to become an inclusive learning space.
- Many areas that parents have issue with are outside of the schools remit e.g. paths leading to and from the school outside of the school gates. The width of paths within the school grounds are within legal sizes to provide safe access and egress.
- Gazebos have been erected around the school site to enable colleagues to utilise the outside environment for all pupils. The wildlife area and chicken house have been cleared ready to develop the site into an outdoor classroom area for all to use.

Part three

Improving the delivery of written information to pupils, staff, parents and visitors with disabilities

Target	Action	Resources	Outcomes	Timescale
Make information more accessible to pupils and parents with disabilities	● Ensure newsletters and information are in an appropriate format. ● Ensure all curriculum resources are appropriate for the needs of the children. ● Keep the website up to date and easy to use.	Cost of printing in Braille, audio versions, large print? Cost of providing relevant resources and also potential training costs. Cost of Web designer	Pupils and parents have greater access to information in alternative formats. The curriculum is fully accessible to all pupils regardless of disability. School information is readily available for all users	Ongoing
Parents of children with SEND are able to access support from external organisations.	● SENDCo produces a regular SEND newsletter for parents highlighting available support groups and links to the LA Local Offer. ● Holds sessions for parents on key topics	Time for SENDCo	Parents have confidence in supporting their children through relevant support groups. They have the appropriate contact details to get support if it is required.	Half Termly

	such as school anxiety; pupil wellbing etc.			

Review:

- SENDCo sends a regular newsletter out to parents to give them updates and signpost to various organisations that can support children and families with regards to their children's SEND.
- Google suite of materials enables us to translate documents if necessary. School is becoming ever more paperless.
- Pupil school reports are sent out in dyslexia friendly font and colour to ensure our dyslexic parents are able to access the reports more easily.
- We did have comments from parents about the colour of the font given in reports - they stated that it was difficult to read. As a result we have moved back to the original font colour. We are still able to adapt individual reports for parents should they require - this may include different fonts/colours or even a different language.
- Sessions have been given to parents regarding school anxiety (jointly designed by school and the educational psychology team from the LA) which was well attended. It is suggested that this information can be used across other settings to support parents who have children that are anxious about coming to school.
- CAMHS and school have worked together to try to engage families with South Asian heritage into attending workshops about children's emotional health and wellbeing. This is a significantly under-represented group. Translators were on hand to help with understanding the content.