



Holywell Primary and Nursery School

Accessibility Plan

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1. Aims & Purpose

Schools are required under the Equality Act 2010 to have an accessibility plan.

The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Holywell Primary and Nursery School we ensure we follow the Equality Act 2010 and ensure protection against discrimination, harassment and victimization (direct or indirect) for everyone under the nine characteristics: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity. This includes Gender Reassignment (also known as Transgender).

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan. Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

At Holywell Primary and Nursery School, we have children with a range of ethnic backgrounds and with a variety of disability and medical needs. Our vision of 'Every Child Know, Happy and Learning' permeates all that we do and is the foundation for this plan.

2. Legislation and Guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.



3. Increasing the access to the curriculum for pupils with a disability

How does the school adapt the curriculum and learning environment for pupils with Special Educational or Disability Needs?

The school provides all children with a broad and balanced curriculum with adjustments in place to support the individual needs of children. Children in Early Years are taught using the Early Years Foundation Stage Framework and children in Years 1-6 are taught using the National Curriculum.

It is the general aim, in all subjects, that all children acquire the skills and content appropriate to the unit and year group they are in. When a child has particular difficulties, then provision is made to help that child access or prioritise the content of the unit/lesson - or to help the child develop their skills from the point they are at.

Should a child need access to alternative provision, an Individual Education Plan will be implemented to tailor the curriculum to their specific needs.

When a child with disability needs joins Holywell or moves year group, the Senior Leaders will work with outside services to review the physical learning environment should there be any adaptations needed. For example ramp access.

The curriculum is reviewed regularly to ensure that its intention and implementation meets the needs of all students.

How are children with Special Educational or Disability Needs enabled to engage in activities available at Holywell?

On entry to Holywell, children's needs are assessed. If it is deemed necessary by the SENDCO for a child with SEND, a risk assessment will be completed to identify any reasonable adjustments needed in the school curriculum, P.E, playtime and lunchtime.

Holywell provides a number of co-curriculum clubs, curriculum-linked trips and sports clubs. These are available to all children with individual risk assessments being completed and reasonable adjustments made as appropriate.



4. Improving and maintaining access to the physical environment

How accessible is the school and what equipment and resources are available to meet the needs of pupils with Special Educational Needs?

Holywell Primary and Nursery School comprises a building on increasing levels in line with the gradient. The nature of the building means there are a number of internal steps.

To aid accessibility, the school has the following:

- A care room located in Early Years with a changing bed with adjustable height function
- A care room located in Key Stage 2 with a changing bed with adjustable height function
- Allocated parking bays for disabled persons in the school car park
- A wheelchair lifts as substitutes for all stair cases
- A ramp allowing easy access to the school's main office
- Ramps allowing access to all classrooms.

Where an area is not accessible, we will ensure alternative provision is in place.

Where possible and required, adaptations are made to the classroom environment based on an individual's needs (examples of which are foot stools and adjusted seating plans).

Risk assessments are in place for all pupils who require them, alongside personal emergency evacuation plans and medical care plans.

We work very closely with outside agencies identified in a child's EHCP in order to prioritise our budget and ensure every child has the resources they need to learn and make progress.

What specialist service and expertise are available at or accessed by the school to meet the needs of pupils with Special Educational Needs?

We work with a range of professionals and services to meet the physical environment needs of pupils with SEND. These include:

Health: Occupational Therapy, Visual Impairment Service, Audiology Team, School Nurse and Health Visitors

Education: Specialist Early Years Service, Specialist Teachers for Physical, Visual and Hearing Impairment, CIPS, Educational Psychologist



5. Improving the delivery of information to pupils and parents/carers with a disability

What is the school's approach to teaching pupils with a SEND?

The guiding principle of teaching and differentiation at Holywell is quality first teaching alongside our vision of 'Every Child Known, Happy and Learning.'

This results in teachers knowing the additional needs of children and being equipped with the skills to adapt teaching as appropriate. Examples of such adaptations include:

- Allowing children additional processing time where required
- Visual prompts where required for clear communications
- 1:1 and small group support by an adult

What support is available for improving the social and emotional needs to children with SEND?

Nurture Intervention:

As part of our SEMH offer, we provide in-house nurture support:

- ⇒ **Nurture Support from LSA** - *An agreed amount of sessions focused on thoughts and feelings*
- ⇒ **Pastoral Support from Pastoral Lead** - *More structured support focused on SEMH needs*

We also have a designated Rainbow Room in school, which is a safe, calming space where children receive additional emotional support and social skills support.

How is information communicated fairly to all parents?

Information for parents/carers is accessible:

- ⇒ Information - such as letters and policies are provided in clear print
- ⇒ Information is provided in electronic format, either through the school website or Class Dojo
- ⇒ Paper copies are available upon request
- ⇒ Parents can contact the school office team if they have any issues with accessing the information

Parents with a visual impairment:

- ⇒ Information can be provided in a large print where required

Parents with English as an Additional Language:

- ⇒ The school will endeavor to arrange a translator where possible



6. Monitoring Arrangements

This document will be reviewed every 3 years, but may be reviewed or updated more frequently if necessary, for example if building work is planned.