

HOLLINS GRUNDY PRIMARY SCHOOL

Happiness, Health and Respect for Confident, Creative Learners

Accessibility Plan 2026-2029

Reviewed: October 2026 | Next annual review: October 2027

Purpose of the plan

Hollins Grundy Primary School is committed to ensuring that disabled pupils can access, participate in and benefit from all aspects of school life. This plan sets out how the school will continue to improve accessibility over time and remove or reduce barriers for disabled pupils.

Legal framework

This plan has been prepared in accordance with the Equality Act 2010. The school has a duty to make reasonable adjustments for disabled pupils and to plan for improved access in three areas:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment so that disabled pupils can take advantage of education, facilities and services; and
- improving the availability of information for disabled pupils where that information is already provided to pupils who are not disabled.

Our approach

We aim to provide an inclusive environment in which all pupils can participate fully in school life. Accessibility is considered as part of day-to-day teaching, SEND provision, curriculum planning, trips and activities, communication with families and decisions about the school environment.

- make reasonable adjustments according to individual need;
- identify and remove barriers to participation wherever reasonably possible;
- work with pupils, parents and relevant professionals when planning adjustments;
- consider accessibility when policies, curriculum provision and the school environment are reviewed; and
- provide information in alternative formats where this is reasonably required.

Current accessibility

The school has a range of facilities and arrangements to support access for disabled pupils. These currently include:

- wheelchair-accessible areas of the school;
- two lifts providing access between different levels;
- a disabled toilet;
- accessible parking;
- adapted or specialist equipment where required; and
- visual, sensory and other classroom adaptations according to individual need.

Where a pupil has a specific physical, sensory or medical need, the school will work with parents and relevant professionals to consider any additional adjustments required.

Accessibility priorities 2026-2029

Area	Priority	Actions	Intended impact	Review
Curriculum	Ensure disabled pupils can participate fully in the curriculum	Review individual needs through SEND/APDR processes. Provide reasonable adjustments, adapted resources and specialist equipment where required. Seek specialist advice where appropriate.	Pupils are able to access an ambitious curriculum alongside their peers.	Termly / as required

Area	Priority	Actions	Intended impact	Review
Curriculum	Maintain staff knowledge of accessibility and SEND	Identify training needs and provide appropriate SEND, medical, sensory or disability-related training.	Staff have the knowledge and confidence to make appropriate adjustments.	Annually
Curriculum	Ensure trips, clubs and wider opportunities are accessible	Consider accessibility during planning and make reasonable adjustments for individual pupils.	Disabled pupils are able to participate in the wider life of the school.	Ongoing
Physical environment	Maintain and improve physical access	Regularly review entrances, routes, lifts, toilets, parking and other facilities. Identify barriers and address them where reasonably practicable.	Pupils, families and visitors can use the school environment as independently as possible.	Annually
Physical environment	Respond to individual physical or sensory needs	Complete individual assessments and seek specialist advice where needed.	Adjustments are made promptly when a pupil's needs require them.	As required
Information	Ensure information is accessible	Provide information in alternative formats where reasonably required, including larger print, simplified formats or digital versions.	Pupils and families can access important school information.	As required
Information	Consider accessibility of digital and written communication	Review key website documents and communications to ensure they are clear and accessible.	School information is easier for all families to access.	Annually
Governance	Monitor implementation of the Accessibility Plan	SENCO and governors review progress against the plan and identify further priorities.	Accessibility remains an active area of school improvement.	Annually

Reasonable adjustments

Adjustments will depend on the individual needs of a pupil. Examples may include:

- adapted seating or classroom organisation;
- visual support and adapted resources;
- enlarged print or alternative ways of presenting information;
- assistive technology or specialist equipment;
- sensory or movement breaks;
- adaptations to teaching or methods of recording;
- individual access arrangements for assessments; and
- additional support when accessing trips, clubs or other activities.

The school will seek advice from relevant specialist services where this is needed.

Monitoring and review

The Accessibility Plan will be reviewed regularly by school leaders and governors. Progress against the priorities will be monitored and the plan will be updated where needs change, new barriers are identified, improvements are completed, specialist advice identifies further adjustments, or changes to the school environment create opportunities to improve access.