

# ACCESSIBILITY PLAN

HOLLINGBOURNE  
PRIMARY SCHOOL

Revised by Zoe Wright (SENDCo) May 2026

Approved by Governing Body: May 2026

Date of next review: May 2027



At Hollingbourne Primary School children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is regarded as important individuals and included in all aspects of learning regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are a safe school, committed to improving children's confidence and self-esteem through accessing all aspects of the curriculum.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt our approaches to how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child and are guided by the Mainstream Core Standards in the first instance.

These adaptations may include:

Adapting our approaches, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, adapting our resources and staffing, using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc. Teaching assistants and teachers will support pupils appropriately depending on their presentation of need. Lesson materials will be scaffolded with extensive use of visual aids. Furthermore, learning will be differentiated and the curriculum personalised for pupils who are unable to access their year group expectations and have significant barriers to their learning.

We may also provide additional interventions such as 1:1 additional reading, SEN Little Wandle programme, Memory Magic, Precision Teaching, Power of Two and Plus 1, Speech Link and Language Link, Language for Learning, Lego therapy, Talkabout, Zones of Regulation, Comic Strip Conversation, Sensory Circuits, Clever Hands, Write from the Start, Balance, Education and Movement (BEAM). These interventions are part of our contribution to Kent County Council's local offer.



Physical considerations to the school environment include: signage and fire alarm system, sensory space, classroom organisation to promote participation and independence and staff training. For any pupils or adults with a disability and who require a wheelchair, Hollingbourne Primary can be accessed via the side gate of our school. We also have a disabled toilet for pupil and adult use. This is located in the hall and has a ramp to access the building.

Pupil can be provided with individual healthcare plans tailored to meeting their individual needs. These plans are written and reviewed in collaboration with parents and external agency advice.

All clubs, trips and activities offered to pupils at Hollingbourne Primary School are available to pupils with special educational needs and disabilities. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity. Our extra-curricular activities including sports days, pancake racing, egg rolling, maypole dancing, Church visits, school plays, day trips and our residential trips. No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included. In some circumstances it may be beneficial to collaboratively plan the forthcoming activity/event with the child's parent or carer.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".



According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

The school recognise and value the parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Hollingbourne Primary School Accessibility Plan addresses improving physical and curriculum access for all pupils, staff and visitors to the school within a given timeframe where practicable.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy and SEND Information Report for parents

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Resource Committee.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed

## Accessibility Plan Hollingbourne Primary School



and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- The Governing Body
- Head Teacher
- SENDCo



**Improving Physical Access**

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility	
							PFT	School
1	Corridor	Keep corridors clear from obstructions. Ensuring pupils remain in the playground during break times unless permission is given. Staff to support and enforce this. Monitors allocated to oversee this.	Immediate	High	None	Ongoing		
2	Signage and fire alarm system	Emergency exit signs are clearly visible and readable to all pupils and staff.  Personal Emergency Evacuation Plan written with pupils considered highly vulnerable e.g. significant physical disability.  Fire alarm system has been upgraded providing higher pitched sound and increased sounders with visuals.	immediate	High	If signs require updating  SENDCo time			
3	Sensory needs	Teachers to consider adaptations e.g.best seating position, minimising noise, access to fall out spaces, for pupils with sensory differences.  Teachers to avoid using white screens on the interactive boards.	On going	Medium	Possible resource implication where gaps are identified.	Ongoing		



Improving Curriculum Access

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility	
							PFT	School
1	Differentiation in Teaching	SLT to monitor quality of differentiation and provision for SEND pupils and greater depth pupils.	on-going	High	SLT release costs			
2	Interventions	SENDCo to regularly audit interventions and their success/impact on progress. Provision mapping to be used across all year groups and reviewed every term (three times a year)..	on-going	High				
3	Classrooms are organised to promote the participation and independence of all pupils	SLT to carry out audits of resources /QFT to ensure that lessons are planned to meet the needs of all pupils in the class and 'working walls' are current and relevant.	on-going	High	Possible resource implications where gaps are identified.			
4	Access to modified or additional resources	For a child with a disability who struggles to record their learning, they may require access to a laptop or other alternative recording methods.	On-going	High	Laptop and software			
5	Implementation and review of provision maps interventions systems.	SENDCo ensure Provision for SEND pupils is implemented and effective.	On-going	High	Not applicable			

6	Staff training in supporting pupils with SEND.	SLT and SENDCo to identify gaps in knowledge and provide internal or seek external advice if necessary.	When required.	Medium.	Short course costs-delivered by STLS.			
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