



Hillmead Primary School

Accessibility Plan

March 2025

(Review March 2028)

Question	Yes	No	Comments
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	√		<ul style="list-style-type: none"> * Training is both done in-house and where appropriate on specific courses provided by the LEA, DSPL3 and the SpLD base * Teaching assistants meet regularly once a month to share expertise * Outside agencies such as the outreach service from Amwell view discuss strategies for support in class
Are your classrooms optimally organised for disabled pupils?	√		<ul style="list-style-type: none"> * Health and Safety audits are carried out to ensure safety for all pupils * Specific needs, such as sensory needs, are accounted for in a pupil's IEP
Do lessons provide opportunities for all pupils to achieve?	√		<ul style="list-style-type: none"> * Some pupils have 1:1 support in class where deemed necessary * Visual support is used – such as visual timetables and cue cards * Now and Next boards are used to ensure a child know exactly what is expected of them * TAs scribe for pupils who find the physical act of handwriting challenging * Pupils have access to laptops for touch typing and recording written work
Are lessons responsive to pupil diversity?	√		<ul style="list-style-type: none"> * Translators are used in parent meetings where necessary * Pupils have access to iPads to ease translation
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	√		<ul style="list-style-type: none"> * Class teachers ask children to work in a variety of ways according to the task
Are all pupils encouraged to take part in music, drama and physical activities?	√		<ul style="list-style-type: none"> * All pupils are encouraged to take part in all activities in school. These include school performances and sporting events
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	√		<ul style="list-style-type: none"> * Time is sensitively given to all pupils who require it * Adult support is readily given and planned for 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 form of exercise in physical education?	√		<ul style="list-style-type: none"> * Arrangements are made with the local swimming centre when a child's needs require 1:1 support in the pool when taking part in swimming lessons * All staff are aware of barriers some pupils may have when doing games or PE. These pupils access the lesson with 1:1 support with a differentiated activity

Do you provide access to computer technology appropriate for students with disabilities?	√		<ul style="list-style-type: none"> * Hardware is provided where necessary e.g. adapted “mouse” for computers * Suitable and relevant software is purchased or borrowed * Appropriate technology may be used to support recording of written work
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	√		<ul style="list-style-type: none"> * Visits are made prior to trips to consider the needs of the children. * Parents are consulted about what provision would be necessary for their child * Risk assessments are carried out prior to visits
Are there high expectations of all pupils?	√		<ul style="list-style-type: none"> * Children have specific targets for English and Maths where necessary * Targets are monitored by the class teacher * Parents meet with the class teacher twice in the year or more if necessary
Do staff seek to remove barriers to learning and participation?	√		<ul style="list-style-type: none"> * SEN support documents outline a pupil’s strengths and challenges * Resources are purchased as necessary
Does the size and layout of areas in the school allow access for all pupils?	√		<ul style="list-style-type: none"> * The school is on one level
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	√		<ul style="list-style-type: none"> * All classrooms are accessible by wheelchair users except where the chair is wider than the norm * There is a disabled toilet facility which is fitted with appropriate equipment * Doors in corridors are minimal and can be kept open
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	√		<ul style="list-style-type: none"> * Pathways are wide, level and well maintained * There is a dedicated parking space for people with disabilities * Clear signs direct people to the school reception * There are automatic doors into the school and the school vestibule
Are emergency and evacuation systems set up to inform all pupils, including pupils with SEN and disability?	√		<ul style="list-style-type: none"> * All classrooms have fire evacuation procedures on the wall * Emergency evacuation procedure is in place and fire drills take place every term. Audits of procedures are held after each drill * Fire exits and assembly points are well signed throughout the school * Specific arrangements are made for pupils with SEND
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils	√		<ul style="list-style-type: none"> * Children are catered for and are able to access all areas * Pupil voice is used to ensure that the environment is appropriate

with visual impairment, autism or epilepsy			
Are non-visual guides used, to assist people to use buildings: including lifts with tactile buttons?	√		Yellow lines are painted around potential hazards in and around the school where necessary
Are areas to which pupils should have access well lit?	√		The areas in and around the school are well lit, providing clear routes for all
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?	√		* Most areas of the school are carpeted except the hall and dining hall
Is furniture and equipment selected and adjusted for pupils?	√		* All furniture is size appropriate for each classroom * The NHS Occupational Health team are contacted if a child has difficulty in using conventional furniture and suitable seating is provided
Do you provide information in simple language, symbols large print, an audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms or print information?	√		* Adjustments to the environment is made when appropriate and necessary
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. reading aloud information on the whiteboard and describing diagrams?	√		* All used and available when necessary
Do you have facilities such as ICT to produce written information in different formats?	√		* Adjustments to the environment is made when appropriate and necessary
Do you ensure that staff are familiar with technology?			* Staff are made aware of technology as and when appropriate

