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1. Aims

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 pupils with disabilities can participate in the curriculum

Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided

Improve the availability of accessible information to pupils with disabilities

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.

- Our school is committed to making reasonable adjustments to ensure all pupils can access the curriculum. Where necessary, we will endeavor to make adjustments to provide a differentiated curriculum for specific pupils. Our school offers a differentiated curriculum for pupils with additional needs. We use resources tailored to the needs of pupils who require support to access the curriculum.
- Our school is committed to making adjustments to the environment to support those with additional needs (pupils, parents/carers, staff, visitors) accessing the school site. We are committed to making adjustments to the physical environment to ensure that those with additional needs feel welcome, supported and respected.
- Our school is committed to ensuring effective communication to all stakeholders to promote and ensure inclusivity.

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

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.

Schools are required to make ‘reasonable adjustments’ for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Key Objective 1: Access to the Curriculum for all Our school is committed to making reasonable adjustments to ensure all pupils can access the curriculum. Where necessary, we will endeavor to make adjustments to provide a differentiated curriculum for specific pupils.				
Objectives	Strategies	Person(s) Responsible	Date To Be Completed	Review
Short Term				
Ensure access for all learners including those with a disability and other protected characteristics.	Our school offers a differentiated curriculum for pupils with additional needs. We use resources tailored to the needs of pupils who require support to access the curriculum. Ongoing CPD for teachers and support staff e.g. Autism Awareness, Down Syndrome, ULS (phonics), specific intervention CPD (Mastering Number, Hamish and Milo). Rights Respecting Schools (RRS) philosophy commitment to equity and the need to make reasonable adjustments. RRS initiative ensureS pupils are aware of their rights and responsibilities. Skills audits and PM reviews inform CPD for whole school staff, groups of staff and individual staff. Individual pupil plans (e.g. IEPs, PSPs, EHCPs, SEND Pupil Passports) are in place and shared with all relevant staff.	SENDCO Class Teachers LSAs	Ongoing	

Ensure adaptations to T&L are effective and reasonable adjustments support learners with a disability and other protected characteristics.	Assessment Leaders analyse progress and attainment by groups including pupils with a disability and other protected characteristics. Pupil progress meetings include a focus on SEND pupils. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to make sure it meets the needs of all pupils. Skills audits and PM reviews inform CPD for whole school staff, groups of staff and individual staff. SENDCOs monitor the quality of interventions and in class support and provide feedback to support improvements in practice. Individual pupil plans (e.g. IEPs, PSPs, EHCPs, SEND Pupil Passports) are in place and shared with all relevant staff.	DHT (Curriculum Leaders) SENDCO Class Teachers LSAs	Ongoing	
The curriculum is ambitious for all pupils.	SENDCOs monitor the quality of provision for SEND pupils, pupils with a disability and those with other protected characteristics. SENDCOs support teachers in writing IEPs and organising provision for SEND pupils, pupils with a disability and those with other protected characteristics. SENDCOs organise ongoing CPD for LSAs. Participation in extracurricular clubs and activities are monitored and data used to identify barriers to participation. Individual pupil plans (e.g. IEPs, PSPs, EHCPs, SEND Pupil	SENDCO Class Teachers LSAs DHT & PE Leaders (extracurricular participation)	Ongoing	

	Passports) are in place and shared with all relevant staff.			
Medium Term				
Curriculum Review 2024-2026 Teaching and Learning Review 2026-27	Curriculum review is a School Improvement Priority. Ensure that the curriculum is progressive, coherent and sequential. Curriculum resources include examples of people with disabilities. The curriculum is reviewed to make sure it meets the needs of all pupils. Representation is a key feature of our curriculum and under regular review. SIO Visit T1 2024-25. DHT leads on curriculum review. Research CPD and support for curriculum design. Build links with other schools and curriculum leaders (e.g. NW24, S3 Cluster). T&L Lead TLR created for 2026-27 T&L Lead will review T&L; includes identifying effective adaptive teaching strategies and supporting colleagues in embedding these in our pedagogical approach. Inclusion Lead TLR created for 2026-27.	DHT/SLT member Subject Leaders (specifically Geography and History for 2024-25) Inclusion Strategy to be completed by 31.12.26 New T&L Policy to be introduced 1.9.27 Teacher Charter to be introduced by beginning of Term 5		

	Inclusion Lead will create a whole school Inclusion strategy and work collaboratively with the T&L Lead in identifying effective adaptive teaching strategies and supporting colleagues in embedding these in our pedagogical approach.			
Long Term				
Ongoing CPD for all teaching and teaching support staff to support them in adapting teaching and learning to meet the needs of all learners.	Develop and maintain links with Specialist Learning Settings. Establish outreach support from specialist settings e.g. Lansdowne Park, North Star. Organise a rolling program of CPD on a two yearly cycle. Research available support from BCC LA and feedback to SLT and Teachers. INSET Training for 2026-27 includes: Inclusion; Adaptive Teaching; Autism Awareness; NW24 'Big Classroom' presented by Tom Sherrington (focus on Inclusive practices).	SENDCO DHT Subject Leaders	2025-26 (then ongoing)	

Key Objective 2: Improve and maintain access to the physical environment

Our school is committed to making adjustments to the environment to support those with additional needs (pupils, parents/carers, staff, visitors) accessing the school site. We are committed to making adjustments to the physical environment to ensure that those with additional needs feel welcome, supported and respected.				
Objectives	Strategies	Person(s) Responsible	Date To Be Completed	Review
Short Term				
The environment is adapted to meet the needs of pupils. The environment is adapted to meet the needs of parents, carers and visitors.	Health and Safety Committee review the school sites termly. Health and Safety Manager responds to issues that they identify or are informed of. Ramps Corridor width Disabled toilets and changing facilities Library shelves at wheelchair-accessible height Reserved seating for specific events. Holymead Primary is a welcoming and accessible community asset for all members of the community. There is a culture of empathy, flexibility, adaptability, pro-activeness, and compassion, in supporting pupils and adults with additional needs. Adaptations and adjustments are made; there is a focus on preserving the comfort and dignity of all members of the school community. School leaders promote a proactive and anticipatory approach to supporting pupils and adults with additional needs.	HT DHT AHT(s) Teachers Support Staff Health & Safety Manager SENDCOs	Ongoing Survey T3/4 2026-27	

	Individual pupil plans (e.g. IEPs, EHCPs, PEEPs, Individual Access Plans, SEND Pupil Passports) are in place and shared with all relevant staff. Be proactive in identifying additional needs through information gathering e.g. confidential surveys. Ongoing CPD relating to Accessibility and Equality.			
Ensure that all SEND pupils can be safely evacuated.	Put in place Personal Emergency Evacuation Plans for all children who need them. Ensure key adults are aware of PEEPs and follow the procedures laid out in these. Planned fire drills to ensure staff and pupils are aware of procedures and can adapt plans if necessary.	Health & Safety Manager SENDCOs Class Teachers LSAs HT/DHT	Ongoing	
Medium Term				
Reorganise and renovate the Infant Site to provide specific spaces to support pupils with SEMH/ASD/ADHD/ACEs.	Relocate Library to the Cabin. Redevelop the old library space into 2 breakout rooms. Furnish breakout room with resources. Provide guidance on the purpose, ethos and how to use the breakout rooms as part of the school's behavior strategy (de-escalation). Redevelop the Link area Infant Site to provide a smaller, contained play space to support pupils with EBD SEMH needs.	HT SBM	Term 6 2024-26 (Completed)	

Improve classroom environment by introducing hessian backing for display boards.	Introduced in Years 2, 3 and 4. Roll out to other year groups in 2026-28.	SENDCO Autism Champion	2026-28	
Long Term				
Review of the physical environment to consider how it could be improved to support learners with a disability and other protected characteristics.	SIP Priority for 2025-26 (part of planned 3 Year Strategic Overview). Consider avenues of support: ● BCC LA SEND Team ● Specialist Learning Providers e.g., North Star ● Bristol Autism Team ● Agencies supporting visual or hearing impairment e.g. Sensory Support ● Agencies supporting people with physical impairments/disabilities	HT SBM SENDCO Health & Safety Manager	2025-2027	

Key Objective 3: Improve and maintain effective delivery of information Our school is committed to ensuring effective communication to all stakeholders to promote and ensure inclusivity.				
Objectives	Strategies	Person(s) Responsible	Date To Be Completed	Review
Short Term				
Continue to use and develop a range of communication methods to make sure information is accessible.	School Communications (such as newsletter, letters to parents/carers, school reports) take account of individual communication needs (e.g. EAL, braille). Meetings with school staff (e.g. parents'/carers' evenings) take account of individual communication needs (e.g. EAL, braille). School signage supports accessibility for all (e.g. EAL, visually impaired) through reasonable adjustments Be proactive in identifying additional needs through information gathering e.g. confidential surveys. ● Internal signage ● Large print resources ● Braille ● Induction loops ● Pictorial or symbolic representations ● Communications in languages other than English	HT DHT EAL Lead FLW SENDCO	Ongoing Survey T3/4 2024-25	

Medium Term				
Classrooms have visual time table for the day so pupils can see what they are going to be learning and when lunchtime etc is	Go through visual time table at the start of the day so Children understand what is going to be happening and when so they are aware of routines and changes to routines YM	SENCOS All staff	Ongoing	
Relevant staff trained in Makaton	Verbal cues supported by makaton. Children are aware what is going to happen with visual cues to aid communication YM One singing assembly per term to be done using makaton	SENCOs All staff	Ongoing	
Long Term				
PECS / Core Boards training	Children to have the opportunity to express emotions and choices via PECS or Core Boards. Children have the opportunity to de-escalate and express themselves via PECS or Core Boards	Training required	Ongoing	
Languages introduced reflecting languages used in the school - responses to the register etc. eg good morning in arabic	Children with EAL have the opportunity in school to express themselves in home languages	EAL Lead	Ongoing	
Provide opportunities for networking and support for parents/carers of children with SEND (AL)	Initial “Coffee morning” for parents/carers, planned in association with Bristol Parent Carers.	SENCOs	Ongoing	