



TROTTS HILL PRIMARY SCHOOL AND NURSERY

ACCESSIBILITY PLAN

Reviewed by:

Last review:

To be reviewed:

Inclusion Manager (SENCO) and Site Manager

Autumn 2026

Autumn 2027

Adopted By Governors:.....

Date:.....

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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 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 Trotts Hill Primary & Nursery School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

Trotts Hill Primary & Nursery School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in line with the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

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.

The Accessibility Plan complements and supports the school's Equality Scheme and Equal Opportunities Policy, and will similarly be published on the school website. We understand that the Local Authority monitors the schools activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including parents, staff and governors of the school. Outside agencies and specialists have also been consulted.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 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. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

<i>Aim</i>	<i>Current good practice</i>	<i>Objectives</i>	<i>Actions to be taken</i>	<i>Person responsible</i>	<i>Date to complete actions by</i>	<i>Success criteria</i>
Increase access to the curriculum	Pupils with additional needs receive a range of support tools and strategies to engage their attention and focus. These include: -Sensory circuits -Movement breaks -Wobble	<i>To enable all staff to understand the purpose and value of positive regard and relational practice</i> <i>To develop the use of language within the positive regard approach</i> <i>To adapt the curriculum to incorporate the neuroscience of behaviour</i> <i>To develop a secure understanding of the</i>	Develop training schedule for Teachers/TAs/Play team INSET training in September to share the ethos and purpose of Positive Regard and relational practice To review and amend our behaviour policy to reflect relational practice 'Relationships and Behaviour Policy' Trauma and attachment training to be delivered in chunks to teachers, TAs and play team Termly, starting in September Review behaviour policy in line with positive regard and communicate with all stakeholders INSET training in September to share			All staff to consistently demonstrate unconditional positive regard through their actions and use of language All staff to demonstrate kindness and compassion for all pupils, "I care about you not only when

	cushions -Fidget tools -Weighted blankets -Zones of regulation -Distraction tool	neuroscience of behaviour To develop understanding and practice of de-escalation and emotional regulation <i>Link to 2025 – 2026 SDP Key Priority 2: To develop and embed a school culture of unconditional positive regard to ensure behaviour support for pupils is highly effective and consistent.</i>	speaking frames and expected use of trauma sensitive language e.g. attention needing, seeking connection, seeking nurture INSET training in September to share the ethos and purpose of Positive Regard HW and DF to deliver staff training on the neuroscience of behaviour and how to teach this – materials, lessons provided (teachers) -Teachers -TAs -Play Team AD, HW, DF to develop the PSHE curriculum to ensure that pupils are consistently taught about the emotional and thinking brain, the hand model and flipping your lid. <i>Plan by October, ready to roll out in November.</i> Termly/half termly lesson to be added to PSHE in every year group. <i>Plan by October, ready to roll out in November.</i> Whole class assembly to dedicated to neuroscience and equity, once a term. <i>Plan by October, ready to roll out in</i>		you're good but also when you're struggling' Staff survey shows increased confidence, knowledge and understanding of relational practice and supporting pupil's behaviour All staff to consistently use expected use of language to discuss behaviour with staff and pupils Adapted PSHE curriculum to teach the neuroscience of behaviour Teachers to confidently and consistently teach
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			<i>November.</i> Staff training on Relate, Regulate, Repair, supporting staff with tools for responding to behaviour – staff meeting, Autumn term – teachers, play team, TAs ‘Lite bites’ with TAs/Teachers/Play team to reflect on incidents and replan response to behaviour, in light of training		the neuroscience of behaviour to their class. All staff to confidently use language associated with ‘flipping your lid’ and the brain when talking to pupils and supporting behaviour All staff to support dysregulation using our relational approach, supporting pupils through co-regulation and unconditional positive regard Pupils to have a improved
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						understanding of tolerance and dysregulation
Enhancing Curriculum Participation through ICT	Assistive Technologies: TTools such as speech-to-text software, screen readers, to support pupils with visual, hearing, or physical impairments. Interactive Whiteboards and Tablets: Use these to create engaging, multi-sensory learning experiences that can be	<i>Provide continued professional development for staff on the use of ICT tools that support accessibility.</i>	Maintain an up-to-date inventory of ICT resources and ensure timely maintenance and upgrades. Regularly evaluate the effectiveness of ICT resources in meeting the needs of SEND pupils.	Inclusion Manager ICT lead	Termly	ICT supports pupils with accessibility

	adapted for different learning needs. Customisable Learning Materials: ICT enables the adaptation of resources (e.g., text size, font, background colour) to suit individual pupil preferences and needs.					
Make improvements in the provision of information	Parents of pupils with additional needs have regular access, if requested, to meetings with class teachers and the Inclusion Manager.	To ensure that parents understand what their child's needs are and how they are supported in school.	Parents to be informed if a child is having extra support/intervention at parents evening SENCO to write a letter inviting parents to make an appointment and offer regular reviews. SENCO to offer drop in sessions/coffee mornings for parents Parents of children with additional needs to be on mail list and sent regular	Inclusion Manager	Termly	Parents feel fully informed of their child's progress and the provision that they are receiving Parents are fully aware of the SEND support available to them .

	Parents receive Personal Learning Plans (PLPs) at parent consultation meetings and can book in an additional meeting with the Inclusion Manager (SENCo) Recent feedback from a parent inclusion survey showed that parents would like further information regarding SEND and whether their child is on the SEND register.		information PLPs to be sent to parents in advance of parent consultations Parents to be given survey about quality of SEN provision Parents will be offered an appointment with SENCO to discuss provision (APDR) SENCO to signpost SEN parents to support additional needs Termly wellbeing newsletter shared with parents			
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Improve the physical environment	The school is a one storey building with several access points from outside. The hall is accessible to all. On-site car parking for staff and visitor includes one dedicated disabled parking bay. All entrances to the school are either flat or ramped. The main entrance is fully accessible to wheelchair users.	<i>As needed:</i> To ensure that all pupils, staff and parents with disabilities are able to access the school site.	Assess needs of pupils, staff and visitors to support the planning of any future improvements or refurbishments of the site. Assess the access needs of pupils, staff and visitors through interviews, school entry and the admissions process Adaptations can be put in place as necessary e.g. Utilise disabled parking space to drop off and collect children, park when visiting/working, use accessible entrances and toilet.	Headteacher School Office Site Manger School Office	Ongoing/ as needed	Individual access needs are assessed and met
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	There is a disabled toilet available near the entrance which is fitted with a handrail, a pull emergency cord and a changing bed which is serviced every year.					
Improve the delivery of information to pupils and parents with a disability	The school has two pupils in attendance with a visual impairment. The school is able to provide alternative font type, sizing and format for information upon request.	<i>As needed:</i> To ensure all pupils, staff and parents with additional needs have appropriate access to information.	Ensure that pupils have adaptations made in order to access information successfully e.g. Enlarging documents to support visual needs Liaison with Visual Impairment/Hearing Impairment team/School Health team to implement strategies – ensure individual report advice is implemented eg: hazard tapes Use of Widgit Online to ensure visual	Teacher s Inclusio n Manage r Office Staff	Ongoing /as needed	Pupils/parent and staff with needs can access information in alternative ways

	The school uses Widgit Online software to provide pictorial or symbolic representations. The school has internal emergency signage and escape routes are clearly marked, a refuge area for wheelchair users is in place and located by the Inclusion Manager's office. The school uses a range of effective		support in all lessons and signage Order/adapt texts/letters that meet the needs of pupils/staff/parents e.g larger print, braille, audio books			
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	methods to communicate information shared by parents and staff: The website is available to read instantly in a vast range of languages. Some teachers meet regularly with parents who have a learning difficulty. Emergency lighting and escape routes have been installed in the hall as a result of the last Health and Safety audit.					
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4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. The Accessibility Plan will be monitored through the Governor Resources Committee. The Site Manager completes a Health and Safety audit with the Health and Safety Governor every 5 years. The results of this audit feeds into the accessibility plan.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication/Equality Scheme
- Supporting pupils with medical conditions policy
- Special educational needs and disabilities (SEND) information report
- Special Educational Needs Policy
- Asset Management Plan
- Behaviour Management Policy
- Curriculum Policies
- Emergency Response Plan
- Equal Opportunities Policy
- School Improvement Plan

Appendix 1: Accessibility audit

<i>Feature</i>	<i>Description</i>	<i>Actions to be taken</i>	<i>Person responsible</i>	<i>Date to complete actions by</i>
Number of storeys	Ground level site with no additional storeys	Daily monitoring Maintenance when and where necessary	Site Manager	Ongoing
Corridor access	Flat, accessible corridors	Daily monitoring Maintenance when and where necessary	Site Manager	Ongoing
Lifts	N/A			
Parking bays	One designated disabled parking bay adjacent to main entrance	Daily monitoring Maintenance when and where necessary	Site Manager	Ongoing
Entrances	All fire doors wide enough for wheelchair access	Daily monitoring Maintenance when and where	Site Manager	Ongoing

		necessary		
Ramps	External gradient path from perimeter gate leading to secondary/main entrance	Daily monitoring Maintenance when and where necessary Resurfacing to be completed by the next accessibility plan review (2024)	Site Manager	Reviewed yearly Completed by next accessibility plan renewal (2023)
Toilets	One accessible disabled toilet and changing bed	Yearly service	Site Manager	Summer 2020 (yearly)
Reception area	Main entrance and lobby fully accessible	Daily monitoring Maintenance when and where necessary	Site Manager	Ongoing
Emergency escape routes	Emergency lighting in hall All escape routes are clearly indicated with signage	Tested twice a year by servicing company Tested monthly by Site Manager	Site Manager	Twice yearly Every month

Environmental Advice for Visual Impairment - We have two pupils who have a VI

Steps - internal	All steps in the indoor environment benefit from a two-inch deep strip painted along the entire length of each nosing of the step. This should preferably be in yellow. White can be used as an alternative. The most important thing is that the identification strip is of a good contrast with the step. Where possible implement a one-way system or keep left on stair wells.	Site Manager to initially assess all internal steps and add identification strips as needed. Continued monitoring and maintenance as needed.	Site Manager	November 25 Ongoing
Steps - External	Steps should be in safe condition and be of suitable design and dimensions for their use. They should be well lit, have handrails at an appropriate height that contrasts with the surroundings, have good slip resistance properties, particularly the leading edge but have clearly marked edges and be free from trip hazards or obstacles.	Site Manager to initially assess all external steps and add identification strips as needed. Continued monitoring and maintenance as needed.	Site Manager	November 25 Ongoing
Obstacles/hazards	It is difficult to control the ever-changing environment of the playground, corridors, etc. Should permanent features be moved	Site Manager/Play team/SLT to continuously assess for hazards within the indoor and outdoor	Site Manager	Ongoing

	it is essential that the child with a vision impairment be informed of these changes. Temporary hazards such as bags, games equipment and bins are more difficult to control. We would recommend that schools, where possible, create clutter free zones. Padding and hazard tape is a straightforward way to mark pillars, corners, lamp posts that are of little contrast to the surrounding. This will alert the pupil with low vision giving them more preview of potential hazards. Hazard tapes are to highlight hazards. Nosing of steps are not hazards, please do not use hazard tape to create the contrast needed. Using tape on stairs can create tripping hazards as wear and tear on them will cause the tape to lift.	environment. Continued monitoring and maintenance as needed.		
Signage	It is helpful if teaching areas, classrooms, toilets, corridors, canteens, doors, etc, are well signed. Signs need to be well-lit without glare, simple with colour contrast to their background, accessible to all	Site Manager to initially assess all signage and adapt as needed. Continued monitoring and maintenance as needed.	Site Manager	November 25 Ongoing

	users (correct height) non-reflective and appropriate visually. Where appropriate they may be tactile (in Braille).			
Handrails	In respect of handrails, we would recommend that a minimum of one rail per set of steps/stairs would be helpful. Rails should commence a minimum of ten inches prior to the top of the first step and continue past the bottom step and should be painted in a contrasting colour to the immediate environment.	Site Manager to initially assess all handrails and adapt as needed. Continued monitoring and maintenance as needed.	Site Manager	November 25 Ongoing
Overall Lighting	Throughout the school, lighting levels should be consistent. When replacing lighting it is important to avoid "spots" and low wall lighting, specifically "Down" lighters which cause shadows and dark spots. Bulbs should be replaced where needed, with immediate effect, so that there are not dark areas. The prevention of excessive natural lighting being allowed into the school is	Site Manager to initially assess all light levels and adapt as needed. Continued monitoring and maintenance as needed.	Site Manager	November 25 Ongoing

	again important.			
Blinds	The use of effective blinds that prevents shafts of light entering and creating excessive glare is very supportive. However, vertical blinds allow for controlling of the light easier than horizontal blinds which create shadows..	Site Manager to initially assess blinds and adapt as needed. Continued monitoring and maintenance as needed.	Site Manager	November 25 Ongoing
Furniture and Storage	Lunch boxes, shoes, bags etc scattered on the floor make it difficult for a child with a visual impairment to negotiate independently and safely. Encourage these to be in lockers or on pegs etc. Integral dining hall tables and seating are a great idea. They allow clutter free walkways and no need to tuck in chairs that are often difficult to detect and negotiate. However, where possible, use chairs which are of a good colour contrast to the surround. Should tables and chairs in situ be of a similar colour to the floor i.e., beech table, beech chair on a beech floor then contrast tape can be used to edge the table and chair back to provide adequate contrast.	Continued monitoring and maintenance as needed.	All staff	Ongoing

	The layout and placement of furniture in the common areas and the classroom is very important. Where possible “channels” between “activity” zones should be created to allow free passage between areas in the classroom and this should be coupled with contrasting furniture.			
Decoration	Where possible • All paint, gloss and emulsion should be satin or matt finish. Avoid silk finishes. • Vertical surfaces should be of a different colour to that of the horizontal. • If the horizontal and vertical are of the same colour the skirting boards should be different to create a line of contrast. • Door frames should be different in colour to the vertical surfaces. • Door handles in contrasting colour to doors.	Site Manager to initially assess decor and adapt as needed. Continued monitoring and maintenance as needed.	Site Manager	November 25 Ongoing
Fire doors	Glass doors require some form of identification at the child’s head height to indicate them open or closed. We suggest a large shape such as a triangle in a bright colour, a school poster or a safety sign, available at most building suppliers. Hazard tape can also be placed along the	Site Manager to initially assess glass doors and adapt as needed. Continued monitoring and maintenance as needed.	Site Manager	November 25 Ongoing

	edge of the door to alert the pupil that it is half ajar or open. Ideally doors should either constantly remain open or closed – not half open. Glass manifestation stickers can be purchased off the internet in varying shapes and size.			
Fire evacuation and personal evacuation plans	All pupils with a vision impairment should be included in fire evacuation tests plus they should all have a personal evacuation plan taking into consideration their movements throughout the school day. It is important to factor in break and lunch times i.e., where they may be supervised by staff or not, due to age.	Inclusion Manager/class teachers and 1:1 staff to be responsible for this. Continued monitoring and maintenance as needed.	Inclusion Manager Class teachers 1:1 TAs	November 25 Ongoing