

Holgate Primary School & Nursery

ACCESSIBILITY PLAN

June 2026



At Holgate Primary and nursery school, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. All staff are expected to uphold and promote the fundamental principles of British values, and as such, Holgate primary is fully committed to safeguarding and promoting the welfare of all our pupils including protection against radicalisation. We therefore aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. Our core purpose, values and ethos is embodied in our mission that everyone takes:

P= personal

R= responsibility

I = in

D= delivering

E= excellence

Frequency of Review: Annually

Reviewed and Approved by: The Combined Committee of the Governing Body

Date: June 2026

Date of Next Review: Summer 2027

Reviewer: Sally Harvey - Executive Inclusion Leader

Signed:  (Chair of Governing Body) Date: 29.06.2026

Purpose of the Accessibility Plan

In line with the Equality Act 2010, this Accessibility Plan sets out how the school will continue to improve access for pupils, staff, parents and visitors with disabilities by:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment to enable full access to education, facilities and services
- Enhancing the availability and accessibility of information for all

Our commitment to equality and inclusion is at the heart of our ethos. We believe that every member of our school community is unique, valued and deserving of dignity, respect and equal opportunity. We are committed to creating a learning environment where all individuals can participate fully, achieve their potential and feel a strong sense of belonging.

We take proactive steps to identify and remove barriers to participation. Through careful planning, collaboration with families and professionals, and the implementation of reasonable adjustments, we ensure that no individual is placed at a substantial disadvantage due to disability.

Accessibility is embedded across all aspects of school life, including the curriculum, the physical environment and communication. This plan reflects our ongoing commitment to inclusion and our belief that, together, we can enable every member of our community to thrive.

Aims

Our school aims to provide a fully inclusive environment where all pupils, particularly those with disabilities and special educational needs, can access a broad, balanced and ambitious curriculum and achieve positive outcomes. We will achieve this by:

Inclusive Provision and High Expectations

- Ensuring all pupils are treated fairly, with respect, and without discrimination
- Providing access to a broad and balanced curriculum, including the National Curriculum, in line with the SEND Code of Practice
- Promoting high expectations, aspirational targets and positive outcomes for all pupils

Early Identification and Effective Support

- Ensuring early identification and accurate assessment of pupils' needs through close collaboration with parents, previous settings and external professionals
- Valuing pupils' strengths and using these to support learning, independence and confidence
- Implementing high-quality, differentiated teaching that is personalised to meet individual needs

Removing Barriers to Learning and Participation

- Making reasonable adjustments to enable full access to all areas of school life, including learning, enrichment activities and the wider curriculum
- Improving and adapting the physical environment where necessary to support accessibility
- Ensuring information is available in accessible formats for pupils, parents and carers

Strong Leadership, Monitoring and Accountability

- Clearly defining the roles and responsibilities of staff, including the SENCo, Inclusion Team and Senior Leadership Team
- Monitoring the progress and participation of all pupils to ensure barriers are addressed and outcomes improve

- Regularly reviewing provision to ensure effectiveness and continuous improvement

Partnership Working

- Working in partnership with parents and carers to support understanding, engagement and shared decision-making
- Collaborating with external agencies where additional expertise is required
- Ensuring pupils' voices are heard and reflected in planning, review and decision-making processes

Promoting a Culture of Inclusion and Belonging

- Creating a safe and supportive environment where pupils feel confident to express their views and needs
- Encouraging participation in all aspects of school life, including pupil voice activities and wider opportunities
- Developing a strong culture of inclusion, awareness and respect across the school community

Staff Accessibility and Inclusion

- Staff with disabilities or additional needs receive appropriate adjustments, support and equipment to carry out their roles effectively. This includes adaptations to the physical environment, access to assistive technology, resources such as overlays and adjustments to duties where appropriate.

Legislation and guidance

This Accessibility Plan has been developed in accordance with the Equality Act 2010, specifically Schedule 10, which places a duty on schools to plan for improved access for disabled pupils over time.

The school is required to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment to enable access to education and associated services
- Improve the availability of accessible information for disabled pupils and their families

This plan also reflects guidance from the Department for Education (DfE) and aligns with the Special Educational Needs and Disability (SEND) Code of Practice (2015).

Definition of Disability

Under the Equality Act 2010, a person is considered to have a disability if they have:

- A physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities

'Long-term' is defined as lasting, or likely to last, for 12 months or more, and 'substantial' means more than minor or trivial. This includes sensory impairments (such as hearing or sight loss) and long-term health conditions (such as asthma, diabetes, epilepsy or cancer).

Reasonable Adjustments

The school has a duty to make reasonable adjustments to ensure that disabled pupils are not placed at a substantial disadvantage compared with their peers. This may include:

- Adaptations to the curriculum and teaching approaches
- Adjustments to the physical environment
- Provision of auxiliary aids and services
- Adaptation of information into accessible formats

Implementation and Accountability

The Governing Body is responsible for ensuring that this plan is effectively implemented, resourced and reviewed. Progress will be monitored regularly to ensure continuous improvement in accessibility and inclusion.

This Accessibility Plan should be read alongside key school policies, including:

- SEND Information Report
- Equality Information and Objectives Statement

- Health and Safety Policy
- Supporting Pupils with Medical Conditions Policy

Commitment to Inclusion

The school is committed to ensuring that all pupils, staff, parents and visitors are treated fairly and with respect. We actively work with families and external agencies to identify and remove barriers to participation, enabling all individuals to fully engage in school life.

Through ongoing evaluation, consultation and responsive planning, we aim to continually improve accessibility across the curriculum, physical environment and communication, ensuring that every member of the school community can thrive.

Contextual Information

At Holgate Primary School the school site is designed to be as accessible as possible and complies with the requirements of the Equality Act 2010.

- The school building and outdoor areas, including playgrounds, are accessible to pupils, staff and visitors with mobility needs.
- Step-free access is available via the main entrance, with additional entry points available where appropriate to support access across different areas of the school.
- All steps around the site are clearly marked with high-visibility edging to support pupils and visitors with visual impairments.
- Handrails are fitted where steps are present to provide additional safety and support.
- Doors and key features are clearly defined with contrasting colours to aid visibility and navigation around the site.

The school is committed to continually reviewing and improving accessibility to ensure that all members of the school community can move around the site safely and independently.

Current Range of Needs and Disabilities

At Holgate Primary School, we recognise that pupils may present with a wide range of needs and disabilities. The school is committed to adapting provision in response to individual needs as they arise, working closely with families, health professionals and external agencies, including Nottinghamshire SEND services.

Within our school community, pupils have a range of needs, including but not limited to:

- Autism Spectrum Condition (ASC)
- Downs Syndrome
- Physical disabilities
- Speech, language and communication needs
- Social, emotional and mental health (SEMH) needs
- Medical needs requiring ongoing care and support

When a pupil joins the school with identified or emerging needs, appropriate referrals and consultations are made with relevant professionals to ensure that effective support, guidance and provision are in place for both the pupil and their family.

Medical Needs and Health Care

The school supports pupils with a range of medical conditions, including asthma, allergies and other long-term health needs.

- All staff are made aware of pupils with medical needs and receive appropriate guidance to support them
- Inhalers and essential medication are stored safely but remain easily accessible in line with individual healthcare plans

- Clear records are maintained of medication administered
- Pupils with allergies or specific medical conditions are identified, with key information shared appropriately with staff and recorded in classrooms and the school office
- First aid boxes are available in all classrooms and key areas across the school

All medical information is securely stored and accessible to relevant staff. The school has trained First Aiders, including staff with current Paediatric First Aid qualifications, to ensure pupils receive appropriate care when needed.

Medication Procedures

- Prescribed medication is stored securely in locked cabinets or designated medical storage areas, with controlled access for trained staff
- Parents and carers are required to complete consent forms detailing dosage, timing and administration requirements
- All medication administered in school is recorded in line with statutory guidance on medical Tracker

Holgate Primary School is committed to maintaining a safe, inclusive and responsive environment, ensuring that all pupils with additional needs and disabilities are fully supported to access learning and participate in all aspects of school life.

Review Cycle

This Accessibility Plan covers the period 2026 – 2028.

It is:

- Reviewed annually to monitor progress and evaluate impact; and
- Fully refreshed every three years to reflect current legislation, best practice, and changes to the school environment or cohort.

Progress and updates are reported to Governors on a regular basis.

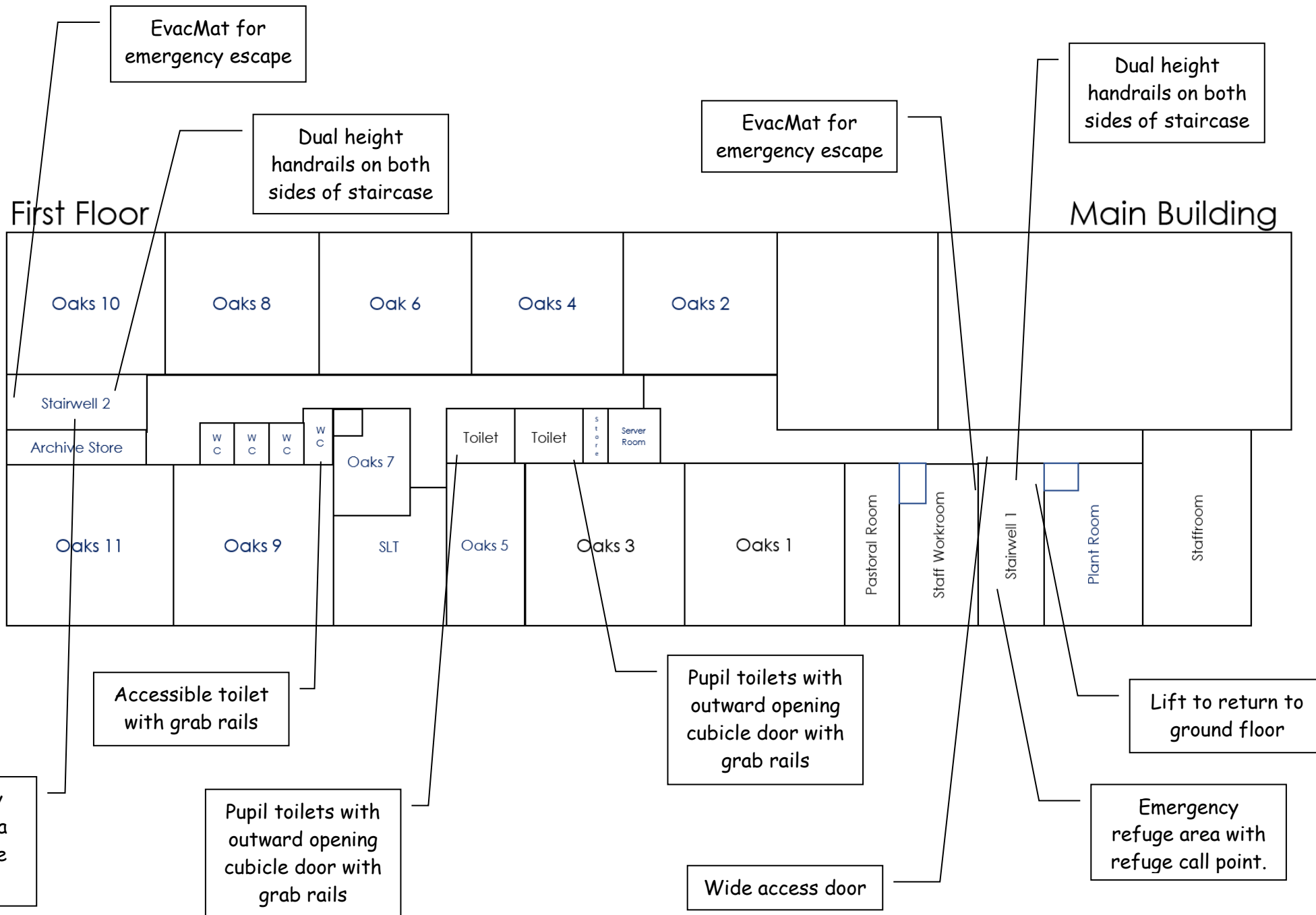
This plan is published on the school website and is available in alternative formats on request.

Accessibility Action Plan 2026 -2028

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

Area of Focus	Current Good Practice	Actions / Strategies	Success Criteria (Impact)	Lead Staff	Timescale / Review
Curriculum Access	Differentiated curriculum in place; progress tracked; use of specialist resources and ICT; inclusive curriculum content	Deliver targeted CPD on adaptive teaching and curriculum access; seek specialist support (e.g. SFSS, PDSS); continue use of assistive technology	All pupils, including those with disabilities, access learning and make expected or better progress; staff confident in adapting teaching	Inclusion Leaders / SLT	Ongoing – reviewed termly
Curriculum Delivery & Resources	Use of IWB, overlays, large print, adapted materials; liaison with feeder/settings and external agencies	Expand use of alternative formats (e.g. Communicate in Print, translation tools); implement advice from specialist services; ensure consistent use of adaptations	Increased pupil engagement; improved independence and access to learning; positive pupil/parent feedback	Inclusion Leaders	Ongoing – reviewed termly
Staff Training & Awareness	Regular training delivered by Inclusion Team / external agencies	Audit staff training needs; deliver ongoing CPD (e.g. ASD, SEMH, medical needs, moving & handling); include MDSAs and wider staff	Staff demonstrate increased confidence and competence; training impacts classroom practice	Inclusion Leaders / SLT	Ongoing – reviewed annually
Medical Needs Support	Staff trained in administering medication; clear systems in place	Provide updated training (e.g. EpiPen, insulin, gastrostomy); maintain clear care plans and communication	Pupils with medical needs are safely supported; staff confident in procedures; compliance with statutory guidance	SLT	Ongoing – reviewed annually
Physical Environment	Visual panels in internal doors and reception, Ramps, lifts, accessible toilets, disabled parking, clear signage, maintained site	Conduct regular accessibility audits; improve signage and visibility; maintain ramps, lighting and pathways; remove hazards; develop and review PEEPs	Site remains fully accessible; visibility and safer movement through doorways for all users, particularly wheelchair users, audits show continued compliance	SLT / Site Staff	Ongoing – reviewed annually
Educational Visits & Enrichment	Risk assessments in place; accessibility considered in planning	Review all visits and clubs for accessibility; ensure transport and venues meet needs; adapt provision where required	All pupils, including those with disabilities, participate fully in visits and enrichment opportunities	EVC / Class Teachers	Ongoing – reviewed per visit

Use of ICT & Assistive Technology	Devices and software used to support learning; referrals to specialist ICT services	Increase access to assistive technology; refer for high-cost equipment where needed; review impact regularly	Pupils use technology to access learning independently; improved outcomes for identified pupils	SLT / Inclusion Team	Ongoing – reviewed termly
Information for Parents/Carers	Information shared in clear language; translation support provided; staff support with forms	Ensure all communication is accessible (translations, large print, digital tools); review website accessibility; continue parent support	Parents can access and understand information; increased engagement from all families	Office Staff / SLT	Ongoing – reviewed termly
Policy & Governance	Policies reflect inclusion and equality	Ensure Accessibility Plan is reviewed annually by governors; embed accessibility in all policy reviews	Full compliance with Equality Act; governors actively monitor accessibility	SLT / Governors	Annual review
Inclusion & Equality Awareness	Inclusive ethos promoted across school	Raise awareness through training, assemblies, curriculum content; promote positive attitudes to disability	Inclusive culture evident; pupil voice reflects belonging and respect	SLT / Inclusion Team	Ongoing – reviewed annually
Staff accessibility and workplace adjustments	Commitment to equality for all staff; inclusive ethos	Identify and implement reasonable adjustments for staff with disabilities or SEN needs, provide assistive technology, adapted equipment or modified workspaces where required, ensure staff have access to occupational health and HR support	Staff with disabilities feel supported and able to carry out their roles effectively; compliance with Equality Act 2010	SLT / HR	Ongoing – reviewed annually



Early Years Building

