

Liskeard Hillfort Primary School

Accessibility Plan 2025–2028

- **Date written:** October 2025
- **Reviewed on:** Every 3 years
- **Last review:** September 2025
- **Next review date:** October 2028
- **Adoption:** Reviewed and adopted by the LMC



Introduction & Ethos

We want all children to enjoy school and to be challenged to achieve their very best. We want children to consider Hillfort Primary School as a fun, safe and happy place, where they can grow and learn. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes, and wellbeing of all our children matter.

Hillfort Primary 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 educational, physical, sensory, social, spiritual, emotional, and cultural needs.

We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support, and awareness within the school.

The purpose of this plan is to show how Hillfort Primary School intends, over time, to increase accessibility to the physical environment, the curriculum, and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

Definition of Disability

- **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.
- **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.

Key Aims & Principles

Key Aims

To increase and eventually ensure for pupils/students with a disability that they have total access to Liskeard Hillfort Primary School's environment, curriculum, and information, and full participation in the school community.

Principles

Compliance with the Equality Act is consistent with our setting's aims, Equal Opportunities Policy, and SEN Information Report.

Our staff recognise their duty under the Equality Act:

- Not to discriminate against pupils with a disability in their admissions and exclusions, and provision of education and associated services.
- Not to treat pupils with a disability less favourably.
- To take reasonable steps to avoid putting pupils with a disability at a substantial disadvantage.
- To publish an accessibility plan.

In performing their duties, LMC members have regard to the Equality Act 2010. Liskeard Hillfort Primary School:

- Recognises and values the young person's knowledge and parents' knowledge of their child's disability.
- Recognises the effect their disability has on his/her ability to carry out activities.
- Respects the parents' and child's right to confidentiality.

The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised, and age appropriate.

Statutory Areas Covered

1. Increasing Access to the School Curriculum for Pupils with a Disability:

- Includes teaching, learning, and the wider curriculum (e.g., after-school clubs, leisure, cultural activities, and school visits).
- Improving teaching and learning lies at the heart of Liskeard Hillfort Primary School's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills, and understanding.
- All children are permitted to attend age-relevant clubs, activities, and educational visits. (Exceptions only apply as a short-term sanction for safety/rule breaches).

2. Improving Access to the Physical Environment of the School:

- Includes physical improvements and assistive aids.
- Provision in specific/exceptional cases is negotiated as individual needs become known.
- Resource provision is kept under constant review via the annual School Improvement planning process.

3. Improving the Delivery of Written Information:

- Planning to make information (handouts, timetables, textbooks, event details) available in accessible formats (large print, visual/pictorial, preferred parent formats) within a reasonable timeframe.
- Utilizing school ICT infrastructure and external specialist agencies to adapt materials rapidly as needs arise.

4. Financial Planning and Control:

- The Headteacher, Senior Leadership Team (SLT), and Finance Committee review financial implications as part of regular budget reviews. The school works in partnership with the Multi-Academy Trust (TPAT) to implement and fund the plan.

Action Plan (2025–2028)

Aim	Current Good Practice	Objectives	Actions to be Taken	Person Responsible	Date to Complete	Success Criteria
Increase access to the curriculum for pupils with a disability	• Differentiated curriculum and graduated response tailored to individual needs. • Use of ICT (Advantage Project (Y5+Y6 with tailored accessibility options). • Targeted staff training via external agencies. SafeSmart/TPAT Central Team • Curriculum includes representation of disability; progress tracked for all. • Clear Intent, Implementation, and Impact statements for accessibility in each subject area.	• Regular accessibility reviews by teachers. • Proactive expansion of ICT best practices across all key stages.	• Integrate accessibility reviews into termly classroom practice evaluations. • Continuous investment in computing hardware and staff knowledge sharing. Use of TPAT Central Team	SENDCo, ICT Lead, & Curriculum Leads	Ongoing	• Termly monitoring shows proactive adaptation of provision. All pupils access required ICT hardware and adaptations effectively.

Aim	Current Good Practice	Objectives	Actions to be Taken	Person Responsible	Date to Complete	Success Criteria
Improve and maintain access to the physical environment	• Ramp access to entrances, playgrounds, and fields. • Accessible corridor widths, disabled parking, and changing/shower facilities. • High-visibility step/ramp edges for visual impairments. • Personal Emergency Evacuation Plans (PEEPs) and accessible library shelving.	• Maintained and regularly reviewed physical adaptations. • Specific entrance accessibility adjustments as needed.	• Rigorous building maintenance and health & safety compliance management.	Headteacher & Health & Safety Executive	Annually	Physical adaptations are safely maintained and fully meet the needs of disabled pupils and visitors.
Improve delivery of information to pupils with a disability	• Tailored communication methods: internal signage, large print, visual/symbolic representations. • Implementation of Thrive strategies, Now/Next boards, Social Stories,	• Keep communication profile data up to date. • Maintain capability to deploy	• Termly review of pupil communication needs by SENDCo/PSA and liaison with teaching staff.			

Aim	Current Good Practice	Objectives	Actions to be Taken	Person Responsible	Date to Complete	Success Criteria
	visual timetables, and communication fans. • Collaboration with SENDIASS and Family Information Services (FIS).	alternative formats rapidly for new arrivals.				