



Accessibility Plan 2026-2029

Name of School:	Hiltingbury Infant School
Name of Responsible Headteacher:	Mrs Phillippa Longman
Date approved by Governing Body:	06.07.2026
Date of review by Governing Body:	July 2029

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 and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness, and removing any barriers to communication.

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. We work with Inclusion Support Services to secure the best possible educational outcomes for children. This includes support for children with Special Educational Needs (SEN) and those who are vulnerable or at risk of school and social exclusion.

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.

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.

Hiltingbury Infant School is a three form entry single story building with a resourced provision for children with speech, language and communication needs (the designation of this is currently being reviewed and we are not accepting new pupils currently).

The following arrangements have been made to date to meet the needs of disabled pupils, staff and visitors to our school.

- Fire escapes and procedures are clearly indicated.
- All public access rooms are clearly accessible.
- Medical needs overview and provision detailed on Medical Tracker
- Two toilet areas adapted for designated disabled use.
- A hygiene room is in place including a disabled toilet and changing table.
- Blinds in KS1 classrooms to reduce glare.
- Surround sound in hall and fitted in one YR, one Y1 and one Y2 class prepared for future use. (e.g. electrics).
- One class in each year group with wheelchair access to outside.
- Our school uses a range of communication methods with pupils and parents/carers to make sure information is accessible. This includes: Internal signage, Large print resources, Pictorial or symbolic representations, Digital, audio or video formats.
- The environment is adapted to the needs of pupils and parents/carers as required. This includes: Seating, Ramps, Disabled parking bays, Disabled toilets and changing facilities, Library shelves at wheelchair-accessible height
- We use resources tailored to the needs of pupils who require support to access the curriculum
- Curriculum resources include examples of people with disabilities
- Curriculum progress is tracked for all pupils, including those with a disability
- Targets are set effectively and are appropriate for pupils with additional needs
- The curriculum is regularly reviewed to make sure it meets the needs of all pupils

Action Plan

Aim: Increase access to the curriculum for pupils with a disability

- Ensure staff receive training and take account of individual needs to ensure the curriculum is accessible to all.
- Ensure appropriate resources are available to support access to curriculum and school life.

Aim: Improve and maintain access to the physical environment

- Further modification of environment as pupils with disability enter school.
- The school will take account of the needs of pupils and visitor with physical difficulties and sensory impairments when planning and undertaking future improvements and

refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

- Ensure emergency and evacuation systems inform all children, alarms being visual and auditory with PEEPs in place.
- Ensure furniture is selected and located to suit all children.
- Ensure resources are selected to suit all children.

Aim: Improve the delivery of information

- Ensure information is presented in user friendly ways to pupils with disabilities when working in groups.
- Provide written information in different forms as required.
- Ensure staff are familiar with technology and practices to support pupils with disabilities.
- Check preferences expressed by the pupils or their parents
- To respond to any needs as they arise with appropriate actions and modifications ensuring that the provision meets the needs of all.

Date of Plan: July 2026

Date of review: July 2029

The Full Governing Body approved the plan on: 06.07.2026

Linked Policies

This plan will contribute towards the review and revision of the following related policies:

- School Improvement Plan
- SEN code of practice
- Equality Policy
- Curriculum policies

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the headteacher. It will be approved by the governing board.

5. Links with other policies

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

- Health and safety policy
- Equality policy
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy