

South Hill Primary School



Accessibility Policy

Date adopted: October 2025

Due for review: October 2028

South Hill Primary School
"Building Character, Learning Together"

1. Aims

South Hill Primary School is committed to promoting equality and diversity within the school and wider community.

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

South Hill school treats all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The accessibility 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.

Under the Equality Act 2010, protection from unlawful discrimination is provided to the following nine Protected Characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race, colour, nationality, ethnic or national origin
- Religion or belief
- Sex
- Sexual orientation

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.

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.

Definitions

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.

The Equality Act sets out the different ways in which it is unlawful to treat someone, such as direct and indirect discrimination, harassment, victimisation and failing to make a reasonable adjustment for a person with a disability.

- Direct discrimination

An education provider must not treat a pupil less favourably simply because of their disability. For instance, they cannot refuse admission to applicants because they have a disability.

- Indirect discrimination

An education provider must not do something for all pupils which would have a negative effect on students with a disability, unless they have a genuine reason.

- Discrimination arising from a disability

An education provider must not discriminate against a pupil because of something that is a consequence of their disability. For example, they cannot stop a pupil with a disability going outside at break time because it takes them too long to get there.

- Harassment

Education providers must not harass pupils because of their disability.

3. The School's Context

South Hill School is a two-form entry mainstream school for boys and girls aged between 4 and 11 years of age. The school comprises of one school building over three floors. All classrooms, main areas of the school and toilets are accessible to all people.

This policy sets out the proposals of the Governing Board of South Hill School to increase access to education for pupils with a disability by:

1. Increasing the extent to which pupils with a disability can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which pupils with a disability can take advantage of education and associated services;
3. Improving the delivery of information to pupils with a disability in a language they can access (for example, translated into a different language or braille)

Our aim is for all pupils, irrespective of ability or disability to have:

- Full access to the curriculum
- Full access to the physical environment
- Full access to information

Making Adjustments

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil faces in comparison with pupils who do not have a disability. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

South Hill School will make reasonable adjustments to ensure that pupils with a disability are not discriminated against. Making reasonable adjustments could include:

- Changes to practices or procedures
- Changes to physical features
- Changes to how learners are assessed
- Providing extra support and aids (such as equipment)

South Hill School's Commitment

Our commitment to equality for those with a disability will be demonstrated through:

- Fostering respect for all groups and individuals, within the context of Human Rights and dignity
- Promoting positive non-discriminatory behaviour

- Ensuring appropriate support and inclusion for individuals with a disability within the school
- Promotion of opportunities for children to reach their full potential
- Ensuring representation of a wider range of diversity within our curriculum and school community
- Encouraging links with the wider community

We recognise that it is the responsibility of every member of our school community to ensure that this ethos is actively and consistently reflected in practice. We will systematically assess, evaluate and constantly review the impact of our school policies and practice on the life, attitudes and achievement of all groups and individuals amongst our pupils and staff. To achieve this, we will ensure that:

- All staff have the necessary training to teach and support pupils with a disability
- All children are fully engaged within the learning environment of the classroom
- All members of the community have equal opportunities to access the school premises and relevant information
- All new building works conform to accessibility guidelines

All pupils, regardless of their needs, will have access to the curriculum and every aspect of school life. The curriculum will be adapted appropriately to support and remove barriers to meet the needs of all our pupils so that they can achieve their very best.

Supporting Staff Disabilities

The Governing Board also recognises its responsibilities towards employees with disabilities and has delegated to the Headteacher the responsibility to provide appropriate support and provision for employees with disabilities, to ensure that they are able to carry out their work effectively without barriers wherever possible.

4. Monitoring arrangements

This document will be reviewed every three years but may be reviewed and updated more frequently if necessary. It will be reviewed by the person responsible for SEND in the school and 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 and objectives
- Special educational needs (SEN) information report
- SEND and Inclusion policy
- Supporting pupils with medical conditions policy