



Hillcross Primary School

Accessibility Policy and Plan

Mission, Vision and Culture

Think, Nurture, Thrive and Be Proud!

Our bespoke, ambitious and child-led curriculum combined with our outstanding practice creates opportunities for all children to achieve success and meet their full potential, both personally and academically. As a nationally recognised Thinking School and a Rights Respecting Gold School, we nurture an empathetic community of creative, respectful, curious and independent thinkers and provide opportunities for our children to develop their unique talents and skills. We pride ourselves in our dedication to fostering positive wellbeing, celebrating diversity and promoting a culture of environmental awareness and responsibility.

Through our school culture of Collaboration, Consistency, Challenge and Celebration, and by promoting the values of Aspiration, Courage, Honesty, Respect and Responsibility, we empower a resilient school community of compassionate, responsible global citizens, committed to making the world a better place.

Aims

At Hillcross Primary School, we are dedicated to working together to provide an inspirational and exciting learning environment, where all children can develop an enthusiasm for life-long learning. We are committed to establishing equity for all pupils, their parents, staff and other users of the school.

Our Aims are to

- Increase access to the curriculum for pupils who have a disability,
- Improve and maintain access to the physical environment;
- Offer a broad, balanced and innovative curriculum which supports all pupils at an appropriate level;
- Instil positive values of mutual respect, tolerance and self-esteem, fostering an informed and critical awareness of people with disabilities in society;
- Apply a supportive pastoral framework, which both establishes relationships and enables our pupils to progress.

The Accessibility Plan is listed as a statutory document with regard to the Department for Education's guidance on statutory policies for schools. The Plan will be reviewed every three years, and approved by the Governing Body. It will be monitored by the Headteacher and evaluated by the Standards, Teaching and Learning Governors' committee. The current Plan will be appended to this document.

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.



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Under the Equality Act 2010, schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010, a person has a disability if:

- They have a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Our Accessibility Plan has been developed from information supplied by Merton Local Authority, and consultations with pupils, parents, staff and governors of Hillcross Primary School. Other external agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies, and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three-year period ahead of the next review date.

The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that Merton Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Hillcross 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 education, 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 our school.

The Hillcross Primary School Accessibility Plan shows how access is to be improved for pupils, staff or visitors who have disabilities in the school, within a given timeframe, and anticipating the need to make reasonable adjustments to accommodate needs, where practicable. The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a disability, expanding the curriculum, as necessary, to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; - if we fail to do this, we are in breach of our duties under the Equalities Act 2010; this covers teaching and learning and the wider curriculum of the school, such as participation in after-school clubs and educational visits. It also covers the provision of specialist or auxiliary aids and equipment, which may aid specific pupils in accessing the curriculum, within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities, as necessary – this covers improvements to the physical environment of the school and physical aids to access education;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include curriculum information, newsletters, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Our Accessibility Plan relates to the key aspects of the physical environment, curriculum and written information.

- Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

Current Practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents’ views.

Pupils who have a physical disability participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social interaction



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difficulties or sensory needs, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs and physical disabilities.

Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical disability, science and technology for pupils with a visual or hearing impairment, humanities for pupils with learning difficulties. Other issues affect the participation of pupils with disabilities, for example: peer relationships, the presence or lack of role models or images of disabled people, as well as all the school's policies and procedures, written and unwritten.

Different forms of communication are made available to enable all pupils with disabilities to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for pupils with disabilities, parents and staff.

Access Audit

The school is a two storey building with wide corridors and several access points from outside. All areas have wide door access to all rooms. The hall and gym are on the ground floor, and are accessible to all. There is a lift which can accommodate a large wheelchair, which is maintained on a regular basis. On-site car parking for staff and visitors includes a dedicated disabled parking bay. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users.

There are disabled toilet facilities available, which are fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked; this includes refuge areas for wheelchair users.

Management, Coordination and Implementation

We will consult with specialists, when new situations regarding pupils with disabilities are experienced. The Governors and Senior Leadership Team will work closely with Merton Local Authority, on aspects relating supporting pupils with disabilities at Hillcross Primary School.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy;
- Curriculum Intent and Implementation;
- Critical Incident Support Plan;
- Health & Safety Policy;
- Equality Diversity and Cohesion Policy;
- School Development Plan;
- Special Educational Needs and Disabilities Policy;
- Staff Handbook.

The Accessibility Plan for physical accessibility relates to the Access Audit of our school, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan, and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan, in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues, as required by the Equality Act 2010. The Accessibility Plan will be published on our school website.



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The Accessibility Plan will be monitored through the Governor Standards, Teaching and Learning Committee. The school will work in partnership with Merton Local Authority in developing and implementing this Accessibility Plan. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. We are committed to treating all members of the school community fairly and challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any member of the school community and it helps to promote equality and accessibility at our school. The curriculum is planned to be inclusive and meet the needs and interests of a full range of learners. Activities and resources will be differentiated and adult support used to ensure that children access the curriculum and make the best possible progress.

Safeguarding Commitment

The school is committed to safeguarding and promoting the welfare of children, in line with the most recent version of Keeping Children Safe in Education, and expects all staff and volunteers to share this commitment. We take seriously our duty of care to our pupils and staff which includes safeguarding them from the risk of being drawn into terrorism - this includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. We work closely with social care, the police, health services and other services to promote the welfare of children and protect them from harm. Radicalisation is recognised as a specific safeguarding issue and is addressed in line with the Government Prevent Strategy and The Counter-Terrorism and Security Act 2015.

Privacy Policy

Hillcross School is committed to ensuring protection of all personal information that we hold. We recognise our obligations under data protection laws, which include the UK General Data Protection Regulation (UK GDPR), the Data Protection Act 2018, and the Data (Use and Access) Act 2025.

Monitoring and Evaluation

Written and approved: November 2017

Reviewed: November 2020, June 2022, September 2023, September 2024, July 2025, September 2026

Date of next review: September 2027



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Baseline Audit of current provision to date (September 2025)

Aim 1: To increase the extent to which pupils with disabilities can participate in the school curriculum. Our key objective is to reduce and eliminate barriers to the curriculum, and to ensure full participation in the school's community for current and prospective pupils who have a disability.

Curriculum:

- At Hillcross Primary School, we deliver a rich, broad, and balanced curriculum through the **Cornerstones Curriculum**. The Cornerstones model relies on thematic, creative learning across four stages (**Engage, Develop, Innovate, Express**), making it naturally adaptable for neurodivergent pupils and those with physical, sensory, or learning disabilities. To ensure full participation for current and prospective pupils with disabilities.
 - **Adaptive Teaching:** Content across all subject areas is differentiated by outcome, resource, and delivery method, ensuring that physical, cognitive, or sensory impairments do not prevent participation.
 - **Reduces initial barriers for pupils with SEMH needs**, language delays, or neurodivergent profiles (e.g., ADHD/Autism) by avoiding heavy text-based starts.
 - **Ensures knowledge acquisition** is accessible to all learning speeds without diluting subject content.
 - **Provides flexible ways** for disabled pupils to demonstrate understanding without being limited by writing or processing barriers. Eliminates the barrier of traditional, high-anxiety test environments, allowing every pupil to feel included in the school community.
- **Cornerstones Curriculum** framework to ensure that all nine protected characteristics under the Equality Act 2010 are actively promoted, represented, and celebrated.
 - **Broad Representation:** Learning projects across PSHE, History, RE, and English intentionally feature diverse role models, family structures, cultures, and abilities, ensuring our pupils see themselves and the wider world reflected in their learning.
 - **Challenging Discrimination:** Curriculum topics provide structured opportunities to challenge stereotypes, combat prejudice (including racism, disablism, and homophobic language), and foster a deep sense of belonging for every child.
 - **Adaptive Delivery:** Resources are adapted to ensure pupils with disabilities or neurodivergent profiles can fully engage with topics exploring identity, relationships, and human rights.
- **Early Identification & Admissions or Transitions:** Admissions procedures allow us to identify children with disabilities or complex needs prior to them joining Hillcross through pre-setting visits, home visits, and tailored stay-and-play or trial sessions.
 - **Transition Planning:** Carefully planned transition meetings are held with parents, carers, and outside professionals to share vital information before a child starts.



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- **Staff Training & Medical Preparedness:** Staff undergo relevant medical and care procedure training to safely support specific conditions prior to the child's arrival.
- **Environmental & Strategic Readiness:** The physical environment is adapted where possible, and families are given clear, transparent information regarding the support, resources, and reasonable adjustments in place for a smooth start to school life.
- **Person-Centred Transition Framework:** Transition policy procedures are flexibly adapted to meet the individual needs of pupils with SEND, medical conditions, or SEMH/EBSA challenges, ensuring smooth and anxiety-free transitions between year groups, key stages, and educational settings.
- **Tailored Visual & Sensory Transition Tools:** Customised transition books, social stories, visual photo booklets, and video tours are created for vulnerable pupils to familiarise them with new staff, classroom layouts, routines, and peer groups prior to transition.
- **Extended Familiarisation Visits:** Enhanced, phased transition plans are established, providing pupils with additional visits to their new classrooms during quiet periods, opportunities to meet key staff, and structured orientation sessions.
- **Comprehensive Staff Handovers:** Dedicated, high-level handover meetings take place between outgoing and incoming teaching teams, the Inclusion Team/SENDCo, support staff, and relevant external specialists to transfer key information regarding learning profiles, sensory needs, medical plans, and successful regulation strategies.
- **Tailored Target Setting & High Expectations:** End-of-year targets are set effectively across all key stages to ensure ambitious yet realistic progress for all pupils, including those with SEND, physical disabilities, or medical needs.
 - **Regular Monitoring & Adaptive Provision:** Attainment and Progress Progression is reviewed termly through pupil progress meetings and SEND reviews to ensure provision, environmental adaptations, and reasonable adjustments are dynamically updated to prevent learning plateaus.
 - **EHCP Alignment:** Progress targets for children with additional needs incorporate specific outcomes from Education, Health and Care Plans (EHCPs), SEND Concern Forms, and specialist practitioner advice (e.g., Speech & Language, Occupational Therapy, ELSA).
- **Rigorous Termly Attainment Monitoring:** Class teachers and Senior Leaders (including Curriculum Leads, Assessment Leads, and the Inclusion Manager) participate in termly Progress Review Meetings to rigorously analyse reading, writing, and maths data.
 - **Targeted Intervention & Barrier Reduction:** Findings from progress meetings directly inform immediate adaptations to quality-first teaching, the deployment of targeted academic interventions, and adjustments to classroom accessibility tools or auxiliary aids.
 - **Granular Sub-Group Analysis:** Attainment and progress data are systematically evaluated across distinct demographic and priority groups, including pupils with SEND, EAL, those eligible for Pupil Premium, ethnic minority groups, boys/girls, and high-attaining pupils, to ensure no child experiences hidden barriers to learning.
 - **Holistic Evaluation of Non-Standard Progress:** For pupils with complex needs or significant disabilities where standard data metrics may not capture full growth, progress is measured against individual EHCP outcomes, SEND Concern Forms, and specialist practitioner recommendations (e.g., Speech & Language, ELSA, Occupational Therapy).



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- **Personalised Planning & Parent Partnership:** All pupils with identified SEND, or those where concerns have been raised, have a personalised SEND Support Plan or SEND Concern Form. These plans are formally reviewed through termly virtual meetings with parents and carers, providing a collaborative opportunity to evaluate progress, review provision, and set tailored new targets.
- **Seamless Internal Communication:** Detailed pupil profiles, sensory needs, Health Care Plans and specific SEND strategies are shared on an ongoing basis with all relevant staff, including Class Teachers, Support Staff, and PPA Cover Teachers, ensuring consistent, accessible provision across every subject and transition throughout the school day.
- **Multidisciplinary Specialist Collaboration:** We maintain close, effective working partnerships with a broad network of external agencies to ensure holistic support for pupils with complex sensory, physical, medical, communication, and SEMH needs.
- **External Partner Network:** Our multi-agency collaboration includes key local authority, NHS, and independent practitioners, such as:
 - **Cognitive & Learning Support:** Educational Psychologist (EP), Learning, Behaviour and Language Team (LBLT).
 - **Neurodiversity & SEMH Services:** Merton Autism Advisory Service (MAOS), CAMHS, TAMHS, Off the Record, Educational Wellbeing Practitioner (Hani Far), and Art/Drama Therapy.
 - **Health & Therapeutic Support:** Speech and Language Therapists (SaLT) and Occupational Therapists (OT).
 - **Sensory Impairment Provision:** Specialist Advisory Teaching Teams for Vision Impairment (VI) and Hearing Impairment (HI).
- **Targeted Provision & Environmental Adaptations:** Recommendations from external specialists are directly integrated into classroom practice, SEND Support Plans, EHCP outcomes, and physical environment adjustments to eliminate learning barriers.
- **Evidence-Based Specialised Interventions:** We deliver a broad spectrum of evidence-based, targeted interventions facilitated by highly trained teaching assistants and specialist staff to address specific cognitive, communication, physical, and emotional barriers to learning.
- **SEN-Friendly Learning Environments:** Classrooms are systematically designed to be low-arousal and inclusive, offering a comprehensive suite of visual supports (such as visual timetables, task boards, and dual-coded prompts), practical reasonable adjustments, and embedded opportunities for active learning and scheduled movement breaks.
- **Universal & Targeted resources:** Staff, parents, and external specialists can request and implement specialized physical and cognitive learning aids to ensure equal access to the curriculum. This provision includes, but is not limited to: Wobble cushions, writing slopes, pencil grips, specialised scissors, coloured reading overlays, computer-based programmes to support writing.



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- **Access Arrangements for National Assessments:** We ensure that all eligible pupils with SEND, physical disabilities, sensory impairments, or temporary medical conditions receive appropriate Access Arrangements for statutory assessments, including Key Stage 2 SATs, the Year 1 Phonics Screening Check (and Year 2 retakes), and the Year 4 Multiplication Tables Check (MTC).
 - **Embedded Normal Way of Working:** Access arrangements are consistently practiced and embedded during non-statutory termly assessments throughout the year to ensure pupils feel comfortable, confident, and supported during formal testing.
- **Targeted Family Support & Community Engagement:** We offer a broad range of inclusive support pathways, including regular parent coffee mornings, dedicated SEN support groups, and tailored 1:1 sessions, to empower families and provide direct assistance suited to their unique home and medical circumstances.
- **Multi-Agency Early Help & Clinical Partnerships:** We collaborate directly with specialist professionals to deliver early intervention for parents and carers, including on-site access to:
 - **School Nursing Team:** Guidance on medical care plans, physical health needs, hygiene, and healthy routines.
 - **Mental Health & Emotional Wellbeing Practitioners (TAMHS / EWP):** Specialist 1:1 support, addressing childhood anxiety, EBSA, emotional regulation, and positive behavioral strategies at home.
 - **Early Help Support Workers:** Direct casework assistance to help families navigate social care, housing, financial signposting, and wider community resources.
- **Empowering Parent Voice & Reducing Isolation:** Parent coffee mornings and workshop networks provide a safe, collaborative space for families of children with additional needs to share experiences, build peer support networks, and contribute directly to school inclusion developments.

Aim 2: To improve the physical environment of Hillcross school to increase the extent to which pupils who have disabilities can take advantage of education and associated services.

Physical Environment:

- **Physical Access & Site Navigation:**
 - **Level & Ramped Access:** All outdoor play spaces and playgrounds are fully wheelchair-accessible. Dedicated access ramps connect playgrounds directly into the school building across EYFS, Phase 1, and Phase 2.
 - **Corridor & Circulation Lighting:** Internal lighting along main corridors is optimized to reduce glare and support pupils and visitors with visual impairments.



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- **Acoustic Environment:** Formal acoustic assessments have been completed across the EYFS unit and Copse Building to optimize sound management for children with hearing impairments or auditory processing sensitivities.

- **Specialist Personal Care & Hygiene Facilities:**

- **Accessible Toilets:** Dedicated accessible toilet facilities are strategically situated across three main zones of the school site.
- **Changing & Medical Equipment:** EYFS facilities include specialist showering and nappy-changing provisions. A main accessible facility is equipped with a height-adjustable mechanical medical bed to enable safe, dignified personal care and manual handling by staff.

- **Inclusive Classroom Environments & Reasonable Adjustments:**

- **Sensory & Visual Adaptations:** Learning environments incorporate visual aids, dual-coded supports, screen-magnifying software, enlarged print options, and strategic seating plans to optimize access for pupils with visual, hearing, or physical impairments.
- **Flexible Learning Supports:** Classrooms promote access through whole-class movement breaks, tactile resources, and bespoke physical adaptations tailored to individual pupil profiles.
- **Ongoing Estate Development:** Physical accessibility standards and specialist aids are continuously reviewed and integrated whenever new rooms, specialist spaces, or site developments are planned.

Aim 3: To improve the delivery of information to pupils and parents who have disabilities.

Provision of information to pupils with a disability:

To ensure all school communications, medical guidance, and policy information are accessible, transparent, and effectively shared in appropriate formats for pupils, parents, carers, and staff with additional needs or disabilities.

- **Accessible Information & Design Standards:**

- **Visual & Learning Adjustments (Teaching slides, teaching resources and home learning):** Staff utilise accessible presentation standards across classrooms and presentations, including high-contrast layouts, dyscalculia/dyslexia-friendly pastel backgrounds on interactive whiteboards, and clear font sizes.
- **Inclusive Parent Engagement:** Parent workshops, training events, and information sessions are planned with accessibility in mind, taking into account physical venue access, timing, clear language, visual formats, and alternative document layouts.

- **Structured Transitions & Information Transfer:**

- **Secondary & In-Year Transitions:** Carefully planned, multi-agency transition procedures ensure comprehensive child profiles are shared with receiving settings (including secondary schools) well in advance.



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- **Annual Class Handovers:** Year-end handovers ensure all SEND Support Plans, EHCPs, medical care plans, and specialist reports are securely passed to new class teachers and support staff prior to the new academic year.
- **SEND Review & Parent Partnership:**
 - **Transparent Communication:** Individual targets, provision updates, and SEND Plans and Concern Forms are shared with parents termly via the **MyChildAtSchool (MCAS)** portal, alongside termly review meetings to incorporate child, parent, and staff voice.
 - **Statutory EHCP Reviews:** Annual Reviews actively capture multi-agency feedback, pupil views, and parent contributions to ensure person-centred planning.
- **Medical Needs, Care Plans & Allergy Safety:**
 - **Individual Health Care Plans (HCPs):** Children with medical conditions have clear HCPs outlining triggers, symptoms, daily management, emergency actions, and medication schedules. These are updated annually, shared securely via MCAS, Google Drive, and Smartlog, and monitored through regular medication audits.
 - **Allergy & Anaphylaxis Management:** In line with our Allergy Policy, medication is stored in designated Team Medical Boxes kept within a 5-minute radius of the child. The school maintains two emergency Adrenaline Auto-Injectors (AAIs), and high-risk health alerts (names and photos) are discreetly displayed in the kitchen, staffroom, and main office.
 - **Personal Emergency Evacuation Plans (PEEPs):** Tailored PEEPs are established for pupils with severe mobility impairments or complex medical conditions to ensure safe, rapid evacuation.
- **Staff Training & Whole-School Awareness:**
 - **Annual Medical Training:** Staff undergo mandatory annual training covering Asthma, Epilepsy, AAI administration, Diabetic care, and support for specialized equipment (such as Cochlear implants).
 - **School Ethos & Signage:** Hillcross Primary's vision, values, and inclusion commitments are visibly embedded across physical signage, policy documentation, and the school website to maintain an open, inclusive culture for all stakeholders.



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Action Plan Aims and Objectives 2026 - 2029

Aim 1: To increase the extent to which pupils with disabilities can participate in the school curriculum. Our key objective is to reduce and eliminate barriers to the curriculum, and to ensure full participation in the school's community for current and prospective pupils who have a disability.							
Targets	Strategies	Timescale	Responsibilities	Success Criteria	RAG 2026-27	RAG 2027-28	RAG 2028-29
Report key findings to the Governing Body to ensure full visibility of the provision, progress, and outcomes for all pupil groups	To monitor the impact of all school policies and procedures so that inclusive practice is embedded, to include; • Training and updates on Merton's Ordinarily Available Guidance • Progress data, showing both academic progress and attainment data and Progress towards meeting Support Plan Targets are shared termly.	On-going	Governors Headteacher SLT All Subject Leaders Class teachers	All policies and procedure adhered to by all members of the school community in order to comply with the Equality Act 2010			
Curriculum Focus To ensure all staff have the knowledge and skills necessary to effectively reduce or eliminate barriers to the curriculum for all children at Hillcross Primary School.	Continuing Professional Development to be made available to all staff, to include; • Training of new Cornerstones Curriculum , EYFS to year 6 • Curriculum Inclusion Audit for Protected Characteristics: Conduct a termly audit of English texts, History units, and PSHE resources to ensure positive representation of disabled figures, neurodivergent achievers, and non-visible disabilities across all year groups. • Adaptive Subject Delivery Frameworks: Develop bespoke subject-specific adaptation guides for practical subjects (PE, Art, Design &	On-going	Headteacher SLT Inclusion Manager	The curriculum is inclusive and can be accessed by all learners. Activities and resources are differentiated, including adult support so that all children make the best possible progress.			



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	Technology, Science labs) to ensure pupils with physical, motor-planning, or visual impairments participate fully in hands-on tasks alongside peers.						
Embed the use of Assistive Technology & Digital Inclusion so that all children are able to make progress in their learning.	Develop the use of technology, Visual prompts, physical adaptations and reasonable adjustments to support children in each area of the curriculum, such as; • Use of Widget visual symbols to be used consistently across the school to support children with SEN. • Audit & Expand Text-to-Speech / Speech-to-Text Provision: Roll out screen-reading and dictation tools (e.g., Google Workspace accessibility features / Immersive Reader) across Key Stage 2 classrooms to promote independent reading and writing for pupils with severe dyslexia or motor-planning difficulties. • Digital Accessibility Standards for Learning Resources: Establish a clear school-wide standard ensuring all digital homework, online learning platforms, and presentation slides adhere to WCAG accessibility guidelines (e.g., alt-text for images, high-contrast text, closed captioning on educational videos).	On-going	Headteacher SLT Subject leaders Class teachers	The resources used across school offer a diverse representation from all protective groups.			



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Maintain close collaboration across teaching staff, extended services, PPA providers, and out-of-school club leaders to guarantee full access to the wider curriculum and extra-curricular activities for all children.	To ensure that all children have access to extra curricular clubs, Breakfast, After school and Holiday clubs by; - Analysing extra-curricular club attendance to ensure participation for children with SEND and those with specific medical and diagnosed conditions - Analysing registers for our extended services clubs to ensure participation for all children	On-going	Headteacher Inclusion Manager Office Manager All staff External agencies	Report shows that children with SEN are well-represented in after-school clubs and extended services provision			
Maintain proactive multi-agency liaison with external health, social care, and SEND specialists to ensure seamless, holistic support throughout the entire school day for pupils with medical conditions, disabilities, or physical needs.	To ensure collaboration between staff, parents, children and key external agencies such as: Multi-Agency & Inter-Agency Collaboration Establish formal communication pathways and regular progress reviews with specialist health, therapeutic, and local authority teams (e.g., School Nurse, Paediatric Occupational Therapy, Speech & Language, VI/HI teams, CAMHS/TAMHS). Wrap-Around Pupil Passports (EHCP & Medical Needs) Develop and distribute concise, user-friendly Pupil Passports (or One-Page Profiles) for all pupils with EHCPs, complex SEND, or significant medical conditions. Ensure these are shared securely with all school staff, including Specialist PPA Cover, Breakfast	On-going	Headteacher Inclusion Manager Office Manager All staff External agencies	Advice taken and strategies evident in classroom practice. Collaborative working approach involving external agencies ensures children remain healthy and can access all aspects of school life. Specific equipment sourced, as required.			



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	Club, After-School Club, and Holiday Club teams. ● Allergy Policy Awareness & IHCP Identification Ensure all teaching, support, administrative, and catering staff receive induction and annual refresher briefings on the school's Allergy and Anaphylaxis Management Policy. Maintain visible, discreet health alerts (names/photos) in key areas (office, kitchen, staffroom) and ensure IHCPs are easily accessible via Google Drive and Smartlog. ● Anaphylaxis Readiness & Emergency Response Deliver mandatory, accredited annual training for all staff on recognizing symptoms of severe allergic reactions and executing emergency protocols—including the correct administration of Adrenaline Auto-Injectors (AAIs) and the deployment of the school's two emergency back-up AAIs.						
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Aim 2: To improve the physical environment of Hillcross school to increase the extent to which pupils who have disabilities can take advantage of education and associated services.							
Targets	Strategies	Timescale	Responsibilities	Success Criteria	RAG 2023-24	RAG 2024-25	RAG 2025-26
Enhance Physical Accessibility & Grounds Circulation	Enhance Physical Accessibility & Grounds Circulation ● Conduct a termly site-walk audit to ensure all ramps, pathways, and playground zones	On-going	Headteacher/ SLT School Business Manager Facilities Manager	Enabling needs to be met where possible.			



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	remain completely clear of hazards or obstructions. - Inspect and maintain level thresholds, automatic doors, and playground access points across EYFS, Phase 1, and Phase 2. - Install high-contrast, tactile edge markings on outdoor steps and subtle gradient changes to support visually impaired pupils.						
Personalised Accessibility & Event Plans	Formulate individual Access Plans (integrated into SEND Support Plans or IHCPs) for disabled pupils. Ensure tailored adjustments are documented for everyday classroom learning, outdoor environments, in-school workshops, day trips, and residential visits.	As required	Headteacher/ Equality Leader/ SLT All staff.	All children, staff, parents, governors and visitors to the school are enabled to be fully involved in all aspects of school life.			
Inclusive Extended Community Events	Collaborate with the Friends of Hillcross (FOH) committee to conduct accessibility risk assessments for out-of-hours community events (e.g., school discos, film nights, charity fairs). Ensure quiet spaces, wheelchair access, and sensory considerations are embedded into event design.						
Stakeholder Accessibility & Needs Audit	Conduct an annual Accessibility Survey across pupils, staff, parents, and governors to identify emerging physical, sensory, or communication barriers and map out individual access requirements for the academic year.						



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Maintain & Audit Specialist Hygiene & Medical Facilities	Maintain & Audit Specialist Hygiene & Medical Facilities • Schedule annual maintenance and safety inspections for all mechanical height-adjustable medical beds, hoists, and changing provisions across accessible toilets. • Establish a routine stock check for hygiene rooms (changing mats, PPE, disposal units). • Review emergency pull-cord alarm systems in all three accessible toilet zones to ensure immediate response readiness.						
Continuous Acoustic & Visual Environment Optimisation	• Review acoustic performance in high-sensory spaces (hall, dining area, corridors) and implement sound-absorbing panels or rubber footings where noise reverberation impacts pupils with auditory sensitivities or hearing impairments. • Re-evaluate classroom seating arrangements termly for children with visual or hearing impairments.						

Aim 3: To improve the delivery of information to pupils and parents who have disabilities.



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Targets	Strategies	Timescale	Responsibilities	Success Criteria	RAG 2023-24	RAG 2024-25	RAG 2025-26
Universal Accessible Print & Digital Standards	- Establish school-wide digital formatting guidelines ensuring all parent communications, newsletters, and class slides use accessible fonts (minimum 12pt print/24pt slide), dyscalculia/dyslexia-friendly high-contrast ratios, and screen-reader compatible formatting. - Ensure all learning platforms and website uploads comply with WCAG 2.1 AA accessibility standards (including alt-text on images and readable PDF structures)	On-going	Headteacher/ Equality Leader/ SLT All staff.	Positive two way communication in place.			
Multi-Format Provision & Alternative Formats on Request	Audit and publish a clear protocol for parents/carers to request school documentation in alternative formats (e.g., enlarged print, coloured paper, audio, or translated text). Ensure essential statutory policies, SEND reports, and safety guidance are easily adaptable or pre-formatted for rapid distribution upon request.	On-going	Headteacher/ Equality Leader/ SLT All staff. Inclusion Manager	Pupils and Parents are aware of written school information.			
Inclusive Parent Consultation & Digital Access Tools	- Maximize the use of the MyChildAtSchool (MCAS) portal for seamless, real-time sharing of SEND Support Plans, IHCPs, and academic reports. - Offer translation tools and text-to-speech functionality guidance for families accessing school updates online. - Provide technical support or printed assistance at parent evenings for families needing help navigating digital portals.	Annually	Headteacher Inclusion Manager Office Manager	All relevant staff are aware of disabilities of children in school as appropriate.			



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Accessible Community Events & Information Sessions	● Review the accessibility of all parent workshops, coffee mornings, and governor meetings—ensuring venues have hearing loop support, captioning/visual aids, level access, and flexible timing options. ● Pre-circulate presentation slides or key information packs to parents with processing, visual, or hearing needs prior to major meetings.						
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