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## *Hillsgrove Primary School*

# **Accessibility Policy and Development Plan**

Reviewed	Review Date
	June 2026
Signed	<i>K Laurie</i>



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Aims

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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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

*Hillsgrove Primary School's vision is 'Pursuing Excellence, Engaging Minds, Inspiring Futures' and this applies to every pupil in our school. Hillsgrove Primary School regards barriers to learning physical and pedagogical as structural weaknesses that disable the pupil rather than any particular need or physical impairment. Our mission is to remove these barriers and build pedagogical structures that make excellence accessible to all in order to engage and inspire our learners.*

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.

*In particular the school has a provision for pupils with a diagnosis of autism and works closely with Bexley Local Authority in delivering this service. This policy is written with consideration to the Amadeus Primary Academies Trust Equality and diversity Policy and Equal Opportunities Policy.*

The Amadeus Primary Academies Trust complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors.

## 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](#)

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TRUST schools on the Equality Act 2010.



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The 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.

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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.

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Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

### 3. Action plan

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



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Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions a by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p> <p><i>Celebrate anti-bullying week annually including a focus</i></p>	<p><i>To improve pupil awareness and understanding of disability</i></p>	<p><i>Review curriculum resources to include examples of people with disabilities as part of the program of study</i></p>	<p>P Rhodes</p>	<p>End of Academic year</p>	<p>Program of study will include learning about the successes of people with disabilities</p> <p>Pupil voice surveys will show an improving attitude towards and understanding of those with disabilities</p> <p>Incidents of discrimination-based behaviours</p>



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*on disability discrimination  
 a t a n d a g e a p p r o p r i a t e l e v e l*  
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*Support all pupils including those with a disability to be successful and fulfil potential by reviewing and developing new homework policy*

*-Development of structured and progressive Maths Homework approach embedded in Autumn 2017 (Focus on Key Skills / Tables / Number Bonds)*

*Hayley Collins*

*End of Academic year see SDP for milestones*

*See SDP*



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*which focuses on core basic skills*

*-Staff Training regarding Number approach and development of supported classroom practice training*

*-Develop understanding through wider research in further relationship with Greenwich University and South East Maths Hub*

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Improve and maintain access to the physical environment

*The environment is adapted to the needs of pupils as required.*

*This includes:*

- *Ramps*
- *Corridors are kept tidy and free of obstructions*
- *Disabled parking bays are provided*

*The school is currently able to meet the physical needs of all its pupils. No further adaptations are required at this time.*

*The school's procedures for pupils with medical*

*Planned maintenance budget fund includes small amount to respond immediately to any in year admission that may require adaptations*

*P Rhodes*

*n/a*

*n/a*



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• *Disabled toilets and changing facilities are available for pupils*

*conditions will identify through health care plans those pupils who will require adaptations to be made*

Improve the delivery of information to pupils with a disability

*Our school uses a range of communication methods to ensure information is accessible. This includes:*

- *Internal signage*
- *Large print resources for those that require them*
- *Pictorial or symbolic representations including use of Makaton symbols*

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Executive Learning arrangements

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This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by The Head Teacher

5. Links with other policies

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

- APAT Health and safety policy
- APAT Equality information and objectives (public sector equality duty) statement for publication
- Special Educational Needs (SEN) policy and information report
- Supporting pupils with medical conditions policy
- APAT Equality and Diversity Policy
- APAT Equal Opportunities Policy.

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
<i>Number of storeys</i>	<i>Single storey throughout</i>	<i>None</i>	<i>K Laurie</i>	<i>n/a</i>



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<p>Corridor access</p>	<p>Wide and flat throughout. Kept clear and accessible. Stepped risers throughout building. Not currently preventing access to a pupil. Ramps and 'Evac Chairs' provided at each set of risers in case of unexpected need</p>	<p>Evac Chairs and Ramps inspected regularly to ensure they remain in good working order. Review annually or in light of in year admission as may be necessary</p>	<p>K Laurie admin@hillsgrove.bexley.sch.uk <a href="http://www.hillsgrove.apat.org.uk">www.hillsgrove.apat.org.uk</a></p>	<p>Annually or more regularly if admissions require</p>
<p>Lifts</p>	<p>None</p>	<p>None</p>	<p>n/a</p>	<p>n/a</p>
<p>Parking bays</p>	<p>1 Provided in school car park in close proximity to ramped access to front office</p>	<p>None</p>	<p>K. Laurie</p>	<p>Review as part of this policy annually in case of changes in need</p>
<p>Entrances</p>	<p>All entrances are level or ramped access is provided</p>	<p>Review door location release buttons to ensure that the right balance is struck between security and accessibility</p>	<p>K. Laurie</p>	<p>End of the academic year</p>
<p>Ramps</p>	<p>Permanent ramps provided to front entrance. Temporary wooden ramps provided for internal risers</p>	<p>Ramped access currently meets requirements of school population. Ramps inspected termly by site manager with defects reported to HT</p>	<p>K. Laurie</p>	<p>n/a</p>
<p>Toilets</p>	<p>Large disabled access toilet and shower facilities available in school on continuous level from entrance</p>	<p>None required. Review annually or in light of in year admission as may be necessary</p>	<p>K. Laurie</p>	<p>n/a</p>



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<p><i>Reception area</i></p>	<p><i>Ramped access to front office with double door access.</i></p>	<p><i>Install larger and lower level service window to ensure that visitors with reduced mobility can access office.</i></p>	<p>K. Laurie</p>	<p>End of autumn term</p>
<p><i>Internal signage</i></p>	<p><i>Internal signage provided to direct to key school areas (KS1 area, KS2 area etc)</i></p>	<p><i>Review annually</i></p>		
<p><i>Emergency escape routes</i></p>	<p><i>Escape routes throughout, emergency lighting provided. Emergency escape doors provided with slam bars. Regular drills conducted, reviewed in line with physical needs of school community as may be necessary.</i></p>	<p><i>Statutory checks of fire equipment conducted annually</i></p> <p><i>Annual fire risk assessment carried out and actioned each year</i></p>	<p>K. Laurie</p>	<p>n/a</p>

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