SIR FRANCIS HILL
PRIMARY SCHOOL

Bristol Drive
Lincoln
LN6 7UE

Accessibility Plan

February 2026

Policy Owner	Headteacher
Governing Body Committee	Development
Date Approved by Governors	February 2026
Next Review Date	February 2027

This policy aims to ensure that the children, staff, parents and visitors of Sir Francis Hill School, have equal opportunities in all areas of school life.

If any policies are out of date, this does not mean that they are invalid. Coordinating dates of renewal, with ratification at the appropriate Governors meeting, sometimes causes delays/overlaps in renewal, but the content is still appropriate and relevant.

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1. 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.

At Sir Francis Hill we believe that we are 'One Community, Limitless Potential' where children are at the heart of every decision. Sir Francis Hill is a highly inclusive school, where we are, all different, all equal, all learning.

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.

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.

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

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.

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.

3. School context

The school opened in 1952 and has various renovations and extensions thereafter. The first was to add a studio and a number of classrooms, the second to add a purpose built Nursery, offices, school hall, intervention rooms, kitchen and four new classrooms, and to convert the old hall into three new classrooms, and other much smaller projects. The school is all on one level and there are no stairs, except to the costume storage area, however, pupils and parents are not allowed access to this area. The school has children from 3-11 years old with additional needs, including educational, medical and physical needs, they are closely monitored to ensure appropriate care. Parents/carers are regularly consulted regarding their child's needs to ensure that their needs are fully understood and met. The fostering of strong relationships with parents/carers a guiding principle in all that we do.

4. Increasing access for disabled pupils to the school curriculum

Improving teaching and learning lies at the heart of the school's work. Through regular self-review, staff appraisal and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes. The only area of the curriculum where classes are not mixed ability is in Read, Write Inc (the Phonics programme adopted at Sir Francis Hill). Children are carefully assessed and grouped according to their needs, in order to ensure appropriate teaching and learning and maximise progress for all pupils. In order to ensure everyone can participate fully in the broader life of the school, all children will be permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance/attendance on trips may be used as a suitable short-term sanction and to ensure the safety of others (See Educational Visits Policy).

3. Action plan

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	• Our school offers a differentiated curriculum for all pupils • 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 reviewed regularly to ensure that it meets the needs of all pupils • Staff use a range of adaptations across every lesson to meet the needs of all pupils	Pupils can fully contribute to every aspect of the curriculum All pupils are celebrated Staff are confident in meeting the diverse range of pupil needs across every aspect of the curriculum Planning clearly lists adaptations to meet a diverse range of pupil needs, including those with a disability School Leaders are relentless in ensuring the delivery of an outstanding curriculum for all pupils including those with a disability The curriculum at Sir Francis Hill is celebrated by all stakeholders and LCC as leading in both its intent and implementation	Lesson observations record the effective use of adaptations and high levels of engagement All children receive school value certificates The curriculum reflects the diverse nature of our community Incorporate ICT in to the classrooms to support learning Curriculum to undergo regular review/monitoring by school leaders Senior leaders to ensure that inclusion is a thread that is weaved through every school metric e.g. SIDP Data is reviewed termly for all pupils Senior leaders challenge progress of vulnerable groups in termly Pupil Progress meetings	Senior and wider leadership teams Teaching staff	Ongoing	Barriers to learning are removed or at least reduced for pupils with a disability High levels of adaptations are in place High levels of engagement across all lessons School data reflects equality of opportunity and positive outcomes for pupils with a disability All staff are ambassadors for the school's values and 'all different, all equal, all learning'. Educational visits are accessible for pupils with a disability Reasonable adjustments are evidenced in planning

Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils and parents/carers as required. This includes: • Seating • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height	The school site development plan considers reasonable adjustments which are then made wherever possible to maintain, improve and develop access for all stakeholders School leaders regularly assess areas of the school that may cause potential barriers to access. Associated actions are swiftly taken. The layout of school allows access for all, to all areas. The school is aware of the access needs of disabled pupils, staff, governors, parents/carers and visitors All disabled pupils can evacuate the school promptly and safely. The visual, hearing or sensory needs of pupils are met to ensure full and safe	Co-construction with LCC as site development takes place e.g. SEND Hub Site Development plan is updated regularly with due consideration given to access and physical environment Senior leaders complete regular site walks. Clear reporting procedures for reporting of hazards Access plan available to all on the school website Access plan shared with all stakeholders On recruitment reasonable adjustments identified PEEP plans in place GEEP plans in place Assessment of need and potential	Headteacher Business Manager SENDCo School Leaders Site Manager	Link to premises development plan Ongoing	SEND Hub is modelled with due consideration to maximising access for vulnerable groups Site projects result in optimum accessibility for vulnerable groups Reasonable adjustments evidenced in school development projects Risk assessments regularly reviewed and updated Learning plans, medical plans in place where appropriate All exits are accessible to all All staff are aware of pupils with additional needs PEEPs / GEEPs in place for identified pupils/visitors

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		access to the school environment .	hazards/barriers quickly identified and rectified Consultation with parents and professionals			Adaptations to be made where necessary to meet the needs of pupils with visual, hearing or sensory needs. Advice of appropriate external agencies, acted on, to remove barriers. resources adapted to remove barriers Sensory Assessments sought for those who need it, and adjustments/provisions made accordingly. Close communication with parents to identify potential barriers/triggers Learning Plans/Medical Plans in place for those where alternative/additional provision is needed.

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Improve the delivery of information	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	Leaders consider and develop further methods of communication e.g. Braille, Induction loops where required Written materials identified that may need to be adapted in order for all disabled pupils, parents or visitors to be able to access information. Advice sought of outside agencies where needed e.g. for pupils with visual impairments or dyslexia Information provided in other languages for pupils/parents or prospective pupils/parents	Regularly review information available and make necessary adjustments to provision Reasonable adjustments identified at school entry and as they may emerge School office/Inclusion team to support parents to access information and complete forms Outside agencies to be consulted Resources to be put in place to support pupils/parents with needs that prevent/hinder them from accessing written information Translations to be in place where appropriate	School leaders Administration team Inclusion Team	Ongoing New Sway newsletter – Feb 26 Ongoing Ongoing	All information will be available to all pupils and parents Advice of appropriate external agencies, acted on, to reduce or remove barriers Resources adapted to reduce or remove barriers Sensory Assessments completed for those who need it, and adjustments/provisions made accordingly Close communication with parents to identify potential barriers/triggers Learning Plans in place for those where alternative/additional provision is needed Support given to parents who need it Resources to be in place to support pupils with additional visual needs Evidence of strong communication with parents and class

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						teachers, to identify needs Evidence of strong communication with external agencies Reports/advice from external agencies are acted on to remove barriers Regular staff training on strategies to remove barriers and to challenge any bias'. Appropriate information to be available in other languages. -support in place for parents who need it -policies and documents available in alternative languages -interpreters available in meetings etc, or support is sought to aid communication with parents. -EAL support in place in school -SALT referrals made where necessary

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Offer additional support to meet the needs of young carers and their families	Young Carers are celebrated in school - the Operational DSL has regular informal meetings with the group	Develop alternative methods of communication with the families of young carers e.g. phone appointment for parents evenings Develop a system to ensure that all Young Carers are identified at point of entry to school or, where circumstances change To make explicit the offer to Young Carers for all stakeholders – ensuring the offer is targeted to the needs of the pupils To understand and address any associated needs	Phone appointment offered to all young carer families Teaching staff to inform Inclusion team of Young Carers Inclusion Team to contact parents if a pupil indicates that they have caring responsibilities Update Website Write Standard Operating Procedure Review of group to identify potential needs e.g. wellbeing club, counsellor based lunch club	Administration team Inclusion Team Class Teachers Inclusion Team Operational DSL	Spring 2 26 Ongoing Summer 1 26 Ongoing Summer 1 26 Ongoing	Parent/carers of Young Carers have access to regular feedback about their child's progress All Young Carers are identified in school (who wish to be known) Young Carers receive appropriate levels of support from staff team throughout the school week School Website has a page dedicated to Young Carers Standard Operating procedure in place Enhanced provision in place

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 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:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- SEND policy
- Supporting pupils with medical conditions policy