Hotwells
PRIMARY SCHOOL

Accessibility Plan
2026 - 2029

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Reviewed by:	Full Governing Body
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Date of next review:	September 2029

Hotwells Primary School Accessibility Plan (2026–2029)

1. Vision and Statement of Intent

At Hotwells Primary School, we are committed to providing an accessible environment that values and includes all pupils, staff, parents, and visitors, regardless of their physical, sensory, social, emotional, or cultural needs. We proactively challenge negative attitudes toward disability and strive to foster a school culture built on inclusion, respect, and mutual understanding.

Accessibility needs across our entire school community are regularly reviewed, and additional support or provision is implemented promptly as needs arise.

2. Statutory Framework and Legal Duties

This plan is drawn up in accordance with the **Equality Act 2010**, which requires schools to:

- **Eliminate discrimination**, harassment, victimisation, and any other conduct prohibited under the Act.
- **Advance equality of opportunity** between individuals who share a protected characteristic and those who do not.
- **Foster good relations** across the school community between individuals who share a protected characteristic and those who do not.

This policy also complies with **Section 100 of the Children and Families Act 2014**, fulfilling the governing body's duty to support pupils with medical conditions.

3. Consultation and Period of Plan

This Accessibility Plan covers the period from **September 2026 to September 2029**. It has been formulated in consultation with pupils, parents, school staff, governors, and members of Amplify.

The plan will be resourced, implemented, and formally reviewed on an annual basis in consultation with:

- The Headteacher and senior leadership team
- The Local Governing Body
- Amplify staff members
- Relevant external partners and specialists

4. Responsibilities to Disabled Employees

The Local Governing Body recognizes its statutory responsibilities toward disabled staff and job applicants. The school will:

- **Monitor recruitment procedures** to ensure equal opportunities during hiring.
- **Provide effective workplace support** and auxiliary aids to ensure staff can perform their roles without barriers.
- **Make reasonable adjustments** to enable staff to access the physical workplace and perform their duties.

5. Key Priorities of the Accessibility Plan

To fulfill our statutory obligations under the Equality Act 2010, this plan focuses on three core areas:

1. **Physical Environment:** Improving physical access to school premises, adding specialist facilities where required, and providing physical aids to support learning.
2. **Curriculum Access:** Expanding curriculum provision, teaching strategies, and extracurricular activities (including after-school clubs, cultural events, and trips) to ensure disabled pupils are fully integrated and prepared for life.
3. **Information Delivery:** Enhancing the delivery of written information (e.g., handouts, timetables, and school announcements) by providing materials in accessible, preferred formats within a reasonable timeframe

6. School Context and Site Layout

Hotwells Primary School is a single-form entry primary school sharing its site with an independent Montessori school. The school premises comprise a multi-level site across three distinct buildings:

- **Main School Building:** A historic, multi-level structure. While serving as a core learning space, internal step access is required to reach certain areas, including the administrative offices, KS2 library, and primary toilet facilities.
- **Reception & Montessori Building:** Fully level-access facility housing the Reception classroom, school hall, and Montessori nursery. This building includes a dedicated accessible toilet and changing/shower facility.
- **Year 1/2 Building:** Dedicated classroom space equipped with external ramp access.

Site Access and Facilities Overview

- **Main Entrances:** The principal school entrance features level access, allowing visitors to be greeted directly at the reception window.
- **Pupil Drop-Off & Collection:** Side entrance gates utilised for daily pupil drop-off and dismissal are fully level.
- **Specialist Provision:** An accessible toilet and shower facility is available on-site within the level-access Reception building.
- **Physical Considerations:** Due to the physical layout and historical architecture of the main building, full internal accessibility is currently restricted by internal steps between split-level areas. Strategic adjustments and managed routes are utilised to maximize access for all occupants.

7. Review of Progress: 2023–2026 Accessibility Plan

Significant progress was made during the 2023–2026 planning cycle across all three key accessibility areas:

A. Physical Environment Improvements

- **Level-Access Renovation:** Successfully completed the total renovation and expansion of the Reception and Nursery spaces, creating a fully level-accessible environment.
- Specialist Facilities: Constructed and opened a dedicated accessible toilet and shower facility as part of the 2025 building works.
- **Sensory Provision:** Established the Treehouse Room, a dedicated sensory regulation space equipped with a climbing frame, wobble boards, peanut balls, and a dark den to support pupils' sensory needs throughout the day.

B. Curriculum Access and Inclusive Practice

- **Staff Professional Development:** Enhanced staff expertise through targeted training programs, including sensory processing needs, pupil wellbeing, readiness to learn, Team Teach and Education Endowment Foundation (EEF) evidence-based guidance on the effective deployment of Teaching Assistants.
- **Extracurricular Inclusivity:** Maintained full participation for disabled pupils in out-of-school trips, activities, and events through proactive risk assessments and reasonable adjustments.
- **Individualised Support:** Introduced One-Page Profiles across the school to ensure all staff have a clear, shared understanding of each pupil's individual strengths, key barriers to learning, and targeted support strategies.

C. Information, Assistive Tools and External Advice

- **Visual Communication:** Introduced Widgit software across the school to create visual symbols, supporting curriculum comprehension and communication for pupils with additional needs.
- **Targeted Assistive Resources:** Actively implemented recommendations from external specialists, deploying specialised equipment such as Theraputty, wobble cushions, speak-to-text software and Cura cutlery to enable individual pupils to access learning and daily school activities independently.

Accessibility Plan 2026 – 2029

Physical Environment				
Targets	**Strategies**	**Outcome**	**Timeframe and Responsible person.**	**Monitoring**
Maintain and upgrade physical accessibility across multi-level site	• Conduct annual site accessibility audits with the premises team. • Ensure all handrails, ramp access routes, and contrast stair-nosing are clearly marked and well-maintained. • Keep level-access pathways free from obstructions.	Physical environment remains safe, accessible, and compliant with accessibility standards for all users.	Head of School, Inclusion Lead/SENDCO, Business and Operations Lead Ongoing *(Annual Review)*	
Improve classroom acoustic environments to reduce ambient noise and support auditory learning	• Collaborate with the Finance Manager to secure local authority grant funding from **Bristol City Council** for acoustic remediation. • Conduct acoustic assessments of target classroom spaces to identify reverberation and background noise issues. • Install acoustic treatments (e.g., sound-absorbing wall panels, ceiling tiles, soft furnishings) to create optimal listening environments for pupils with hearing impairments, sensory processing needs, and speech/language difficulties.	Enhanced acoustic clarity across learning spaces, reducing auditory fatigue and removing barriers to listening and focus for neurodivergent pupils and those with sensory needs.	Head of School, Inclusion Lead/SENDCO, Business and Operations Lead Grant Application and Approval: **2026** Installation and Review: **2026–2027**	

Curriculum				
Targets	**Strategies**	**Outcome**	**Timeframe and Responsible person.**	**Monitoring**
Embed adaptive teaching strategies across all key stages	Design and launch a bespoke **Hotwells Adaptive Practice Toolkit** structured around the **CUSP curriculum** lesson framework. • Define specific, actionable adaptive teaching strategies for key learning phases to support diverse needs, including **dyslexia, ASC, and trauma-informed practice**. • Provide staff CPD on applying the toolkit effectively across all subjects.	Consistent, evidence-based adaptive teaching embedded across all CUSP lessons, removing learning barriers and improving outcomes for neurodivergent and vulnerable pupils.	Inclusion Lead/SENDCO, Head of School Launch: **Term 2 (2026)** Full Embedding: **2026–2027**	
Embed Outdoor Play and Learning (OPAL) to ensure inclusive, high-quality play provision during lunchtimes	• Implement the **OPAL Primary Programme** across the school to transform lunchtime play into a rich, inclusive environment. • Design diverse, multi-sensory play zones (e.g., quiet/sensory spaces, active zones, loose parts play) catering to all physical abilities and sensory needs. • Provide whole-staff OPAL training to ensure Play Leaders and TAs effectively facilitate inclusive play and adaptive risk management.	Lunchtime provision is fully inclusive, reducing social barriers and enabling all pupils—including those with SEND and physical needs—to engage in meaningful, self-directed play.	Head of School, Inclusion Lead/SENDCO, Business and Operations Lead Launch and Staff Training: **2027** Full Implementation: **2027–2028**	

Written / Other Information				
Targets	Strategies	Outcome	Timeframe and Responsible person.	Monitoring
Expand use of assistive communication tools	• Extend the use of Widgit visual symbols across classrooms, communal areas, and individual schedules. • Ensure all staff are trained in creating visual aids for pupils needing communication support.	Enhanced comprehension, reduced anxiety, and stronger communication for pupils with visual/language needs.	Inclusion Lead/SENDCO, (2026–2027)	
Ensure school communications are accessible to parents/carers	• Audit school newsletter and website formats for digital accessibility. • Offer alternative formats (large print, audio, translated versions, or hard copies) upon request. • Use clear, plain language in routine communications.	All parents and carers receive accessible, timely school information regardless of personal communication needs.	Head of School, Business and Operations Lead Ongoing *(2026–2029)*	