



Hope Hamilton C of E Primary School

Accessibility Plan - October 2024-2027

All schools have a duty to provide accessible services for children who have disabilities and who have Special Educational Needs (SEN). This includes making reasonable adjustments to ensure that disabled pupils can fully participate in the education provided by the school; and also other facilities and services including extra curriculum activities.

This Accessibility plan is drawn up in compliance with current legislation and requirements set out in schedule 10, relating to disability, of the Equality act 2010. Governors are accountable for ensuring the implementation, review and reporting on progress of the accessibility plan over a prescribed period.

The Accessibility plan is aimed at:

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

It also links with and is drawn up in conjunction with the following school policies:

- SEND policy
- Equality Policy
- Admissions Policy

As a school we are committed to providing an accessible environment which values and includes all individuals. It is our policy to make every effort through reasonable adjustment to achieve maximum accessibility for all.

Hope Hamilton Accessibility Plan 2024-2027
Improving the Physical Access at Hope Hamilton Primary school

Targets	Strategies	Outcome	Timeframe	Resources	Lead Responsibility	Achievement
Accessibility Requirements are built into all developments	Consultation with LA, Residents, Voluntary agencies, governors and building contractors.	The school has good accessibility and provision for those with disabilities.	On-going	Governor meetings, Building contractors,	Head teacher Office manager Building contractors, LA	Building projects are designed and planned to ensure improved access for all.
To maintain and ensure safe and easy physical access to and within the school.	General grounds maintenance In consultation with office manager and school's site manager. OT – support as needed Paediatrics. Diana service – training as needed. Health services	All access routes provide ramped access. (no steps) No steps within school, doors and corridors wide enough for wheel chair access. All access points maintained and in good working order, clear (no obstructions) and accessible.	On-going	office manager, School's site manager. Building contractors	Head teacher Office manager School's site manager. Building contractors	Access is maintained to and within the school for all.
All children can easily identify	All adults supervising playtimes to	Adults easily identified during playtimes, so	On-going	Hi-Visibity Jackets	Office Manager Lunchtime supervisor	Children can recognise adult

adults during playtime.	wear Hi-visibility jackets.	children know where to get help.				support easily on the playground.
-------------------------	-----------------------------	----------------------------------	--	--	--	-----------------------------------

Hope Hamilton Accessibility Plan 2024-2027

Improving the Delivery and accessibility of information at Hope Hamilton Primary school

Targets	Strategies	Outcome	Timeframe	Resources	Lead Responsibility	Achievement
Information, is readily available in different formats for parents/carers. All parents have access to parent pay, Arbour and Google classroom.	School to maintain contact with families via various platforms Website Facebook Parent pay Arbour Verbal (face-face) Key staff to offer support e.g. via translations, ICT support.	School can provide information in alternative formats. (Letter, text, facebook, website, parent pay, verbal, translations)	On-going all parents accessing parent pay, arbour and google classrooms.	Office manager Admin ICT technician Teachers	Office Manager	Delivery of information, materials and resources to pupils and parents is accessible to all.
Information, materials and resources are	School is aware of level of need.	School can provide materials in formats to	On-going As individual needs arise	Access to vision and hearing support team	Sendco Teachers	Delivery of information, materials and

available in different formats to meet individual pupils needs. • Widgit to be embedded into school use	Resources are adapted to meet children's needs. EAL support staff liaise with families and agencies.	support children's needs. • Widgit		I-pads and Interactive whiteboards Printing materials • Widgit		resources to pupils meets their individual needs.
--	--	---------------------------------------	--	--	--	---

Hope Hamilton Accessibility Plan 2024-2027

Improving the Curriculum Access at Hope Hamilton Primary school

Targets	Strategies	Outcome	Timeframe	Resources	Lead Responsibility	Achievement
Training for awareness of disability issues in school. • Aug 24 - Trauma Informed Practice • TA – Key areas of SEND – 5 point scale, play partnering, task boxes	Provide training to staff and pupils at school to increase awareness of needs in school. OT – support as needed Paediatrics. Diana service – training as needed. Health services	People are more aware of needs of those around them and how to support.	On-going As needs arise Aug 24 – Trauma informed practice 24 - 25 – TA key training 24 – 25 - US project 24-26 – Individual BERA audits in place & embedded	SENDCo, Hearing & Vision support team, Medical practitioners, teachers	Leadership team Office manager SENDCo, teachers.	Pupils and staff feel supported in school and have access to the curriculum.

• Learn-at - US SEND project • Individual BERA audits						
Register and files continue to be developed and maintained that identifies those with SEND. • Increased independency of teachers to access SEND files e.g. reports	Data made available to teachers & SENDCO of pupils needs.	School and relevant staff aware of needs of pupils and staff.	On-going	Staff, Office staff, Parents, agencies	SENDCo. Office manager and admin staff,	Register that identifies children's needs. Teacher aware of needs of children in their class. Easy access to children's SEND files and reports.
Increase access to ICT • Maintain number of I-pads in KS2 (15) • ICT timetable – ICT technician to co-ordinate	Each year group to have a class set of I-pads.	Easier access to IT through increased resources.	Autumn 24 – on-going	I-pads ICT suite	ICT technician Headteacher Governors	I-pads and ICT suite in regularly use to support learning.

Adapt curriculum & timetabling as needed.	Teachers have autonomy to plan and adapt curriculum to needs of their children.	Learning environment meets children's needs and ensures all children make progress.	On-going	Teachers Timetables Responsive Curriculum	Headteacher Phase leaders Teachers	Teachers able to adapt curriculum to meet children's needs. Children show progress in learning, and feel included by curriculum.
Inclusive, broad balanced and engaging curriculum. • 'Love one another curriculum' • Progression documents	Senior leadership team & phases, devise, plan and deliver new curriculum.	Children engaged by and with their learning. All feel included.	22-26 – ongoing over 4 year cycle.	Previous topics Time Child ideas ICT	Deputy Headteacher Senior leadership team - Teachers	Children report they engaged by and with their learning. All feel included. Consistency between year groups in teaching progression through school.
Maintain safe staff levels when swimming and support SEND	Swimming inductions and swim tests to be conducted.	2 members of staff swim tested 5 members of staff reinducted.	Sep 24 & every 3 years	Braunstone leisure centre	Swim co-ordinator	All members pass swim inductions.