

Accessibility Plan

Hemlington Hall Academy



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Policy prepared by (name and designation)	Head Teacher
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Accessibility Plan

Introduction

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

Schools have to carry out accessibility planning for disabled pupils.

Our school's accessibility plans are aimed at:

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

Attached is a set of action plans showing how the school will address the priorities identified in the plan. We recognise the need to provide adequate resources for implementing the action plans and will review them annually.

Definition of Disability:

Disability is defined by the Disability Discrimination Act 1995 (DDA):

'A person has a disability 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 carry out normal day to day activities.'

The definition of disability under the law is a wide one. The definition includes people with a hearing or visual impairment, cerebral palsy, muscular dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as cystic fibrosis, severe asthma, diabetes, cancer, multiple sclerosis, epilepsy, sickle cell anaemia and HIV are deemed disabilities. Facial disfigurement, severe dyslexia, gross obesity and diagnosed eating disorders are all included.

The purpose and direction of the school's plan: vision and values

At Hemlington Hall Academy, we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. HHA promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Our school aims to be an inclusive and kind school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

Pupils with disabilities are fully included in the life of the school. They participate fully in the curriculum, and are fully involved in school visits. They access all areas of the school building, as the building is newly refurbished and fully complies with all Disability Discrimination Act Regulations. As such, we are proud to have a building which includes:

- A modernised KS2 classroom development that provides appropriate accessibility to learning for all
- Two dedicated hygiene rooms – with shower and adjustable height hygiene bed (Base 1)
- Wide external doors with mobile accessibility ramp for visitors to access school
- Single sex changing facilities, including space for medical treatment

- Three accessible toilet areas, including one for adults
- Wide footpaths round the school building – ensuring that wheelchair users do not feel uncomfortable travelling along narrow paths with pedestrians
- A wide, accessible corridor in KS2, with 1.5m width doors internally and externally for wheelchair access
- Bespoke Base classrooms including bespoke resources to meet the additional needs of the children
- A hearing loop at Reception Desk
- Dedicated disabled car parking spaces
- A wider range of clubs and provision for all children
- A wider range of support services to enable children to attend well and have positive mental health

Children are encouraged to attend a range of after school clubs and represent the school equally as much as their able-bodied peers. This is supported by well-trained staff who are familiar with the specific needs of the children.

Information from pupil data

In order to prepare for pupils' needs, we use a variety of sources to gather information about pupils, prior to their starting our school, whether they start in Reception or join us later in their school life. We meet with parents, either in school or in the home, as well as liaising with other schools / settings, and with wider professionals.

We currently have children with the following: hearing impairment, physical needs, SEMH, continence issues, ADHD, heart conditions, Autistic Spectrum Condition, asthma, food allergies and epilepsy.

Views of those consulted during the development of the plan

We will consult annually with pupils, parents and staff on whole school issues. This will form part of the pupil and parental questionnaires.

We meet parents formally each term to discuss the progress of children academically and socially.

Annually, we meet parents of children with Care Plans to review the Care Plan and the associated support. We review and refine our practice accordingly.

We will consult with experts when new situations regarding pupils with disabilities are experienced.

This policy is monitored by the governing body and will be reviewed every year for 3 years, but monitored annually.

Other linked policies include – Equality objectives, SEND policy and SEND Information Report.

School Accessibility Plan 2025 – 2026

Strand 1: Access to the curriculum				
Action	Team(s)/ Individual Responsible	Timescale	Monitoring	Outcomes
<p>Make reasonable adjustments to ensure maximum participation in the curriculum for all children with additional needs and disabilities.</p> <p>Review individual needs within classes and adjust aspects of the curriculum to ensure learners with disabilities are able to participate- begin to use SEND Ranges paperwork to support this</p>	Class teachers	July each year, in preparation for new classes	HT / SENDCO through review of provision.	<p>Children with disabilities are able to participate fully in all aspects of the curriculum.</p> <p>All staff are aware of the needs of children supported within HHA</p>
<p>Continue to review and ensure that appropriate specialist equipment is available to support children with disabilities as /when required, seeking capital funding support as appropriate</p> <p>Regularly review EHCP plans and reports from professionals to check what is needed. Ensure Parents are supported to understand the report and process.</p>	HT / SENDCO	<p>As children with EHCP needs join the school.</p> <p>SEND budget – allocated each September</p>	Class teachers / Parents	<p>Children with disabilities are well supported.</p> <p>EHCPs are fit for purpose, clear and effective.</p> <p>Parents are supported to understand the EHCP / process</p>
<p>When planning the National Curriculum, ensure that consideration is given to children with disabilities. Regularly review Contexts for learning, English and maths (planning and activities).</p>	Class Teachers / Subject Leads	Annually reviewed	Self-evaluation activities, such as planning and work scrutiny, lesson observations, pupil interviews, by SLT and subject leaders	Disabled learners and those with complex additional needs learn effectively and make good progress in all curriculum areas.
<p>When reviewing curriculum resources, consider the needs of all learners and staff to ensure accessibility to the curriculum. Ensure the disabled community are represented within teaching resources.</p>	Subject leaders	Annually – by Easter each year.	SLT through self-evaluation activities.	Class teachers have appropriate resources to meet the learning needs of disabled learners and, as a result, disabled learners make good progress.

When planning educational visits and experiences, ensure that the needs of children and staff with additional needs and disabilities are considered. Reasonable adjustments are made, as required, to enable all learners and staff to access visits and residentials.	Visit leaders.	Ongoing	Educational visits Leader through review of visits / experiences.	Children with disabilities access a range of educational visits and experiences.
Ensure that staff are appropriately trained in meeting the needs of children with disabilities	HT	School budget	LGB	Staff are confident in supporting children with disabilities and have access to wider support when needed. The learning, social and medical needs of children with disabilities are met.

Strand 2: Physical environment				
Action	Team(s) / Individual Responsible	Timescale/ Cost	Monitoring	Outcomes
<p>Embed KS2 building works to maximise the opportunity. Continue to review the physical environment to ensure the needs of specific children with disabilities are met in practice.</p> <p>Work with LA SEND Team and Trust to create and improve Sensory spaces within the school environment to better meet the needs of children and visitors.</p> <p>Review EHCP plans and reports from professionals to check what is needed.</p>	HT	<p>Annually each Summer Term</p> <p>Ongoing - Devolved capital Buildings and maintenance budget - allocated each September LA SEND TEAM Capital funding grant application</p>	SEND governor through review of provision for children with disabilities	<p>Provision is made to ensure that children with disabilities are able to access all aspects of learning and recreation and participate fully in school life.</p> <p>Children's sensory needs are met</p>
<p>Continue to monitor / improve all recreation areas to ensure they are appropriate for all learners with PD.</p> <p>Work in partnership with staff and children as appropriate.</p>	HT	2026-27	LGB	Learners with additional needs access recreation areas safely and confidently, developing their specific skills

Ensure appropriate specialist furniture is available to support children and staff with additional needs and disabilities. Review EHCP plans and reports from professionals to check what is needed.	HT	Review needs within SEND budget – allocated each April	EHCP Review process	Children with disabilities are well supported.
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Strand 3: Access to written information/improving the delivery of information				
Action	Team(s) Responsible	Timescale	Monitoring	Outcomes
Ensure school website holds all information that parents require (Special Educational Needs and Disability Regulations 2014)	HT SENDCo	Every September, and updated when necessary	LGB	All stakeholders have an up-to-date bank of information.
Information displayed around school e.g. signs, notices, displays, instructions meet needs of disabled children and families	HT SENDCo Office Manager Site Staff	Every September	Discussion with disabled learners about displayed information by Trust SEN leader.	Disabled learners can access information which is displayed and make effective use of it.