Accessibility plan

HEMLOCK STONE SCHOOL

Approved by: Rachel Tunney		**Date:** January 2026
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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 fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Every child has a right to high quality teaching, to enable our pupils to achieve their greatest outcome. We create opportunities for all pupils to engage in captivating lessons. We nurture dreams to build futures through care, compassion, quality and impact.

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.

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. Action plan

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

1. Improving access to and participation within the curriculum					
To increase the extent to which disabled pupils can participate in the school curriculum Our aim at Miller House is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.					
Target/Issue	**Lead**	**Strategy/Action**	**Resources**	**Timescale**	**Success Criteria**
Effective communications with schools to provide a quality transition.	SLT SENDCo	To identify pupils who may need additional support To complete pre-admission meetings with clinical team and pastoral lead. Sharing Welcome Pack with families To ensure parents/ pupils visit site	Teacher/SENDCo time Welcome pack Meeting proforma	On going	Transition for children from other schools is smooth with adequate and appropriate resources and provision.
Effective communication and engagement of parents	Deputy Head SENDco SLT	Introductory meetings in the Autumn Term with teachers and SENDCo, followed by termly meeting with parents and carers. Termly review meetings with parents of children with EHCPs.	-Up-to-date LSPs and EHCPs -Rooms for meetings -Diary dates	On going	Increased engagement of parents
Training for staff on increasing access to the curriculum for all learners and removing potential barriers	SLT	Detailed induction plan in place for new starters. CPD mapped out each term, designed to improve knowledge & understanding of learner needs & adaptive approaches. Staff meetings addressing inclusive practice and SEND procedures. SENDCO & therapeutic team to offer support to teaching staff	-Staff meeting -TA training -SENDCo/Teachers Time Therapeutic team External agencies	One year	Staff confidence in adapting the curriculum is improved. Children's participation in the curriculum is broader and effective.
To ensure that the medical needs of all pupils are met fully within the capability of the school	SLT	Detailed information re medical needs to be collected from parents on admission. Usually through a face to face meeting. Information captured in an individual health care plan where ongoing medical or health needs are identified. Liaise with external agencies where appropriate. Make relevant referrals to external agencies. Ensure medication and first aid policies are being followed.	-Time for meetings Shine courses External training	On going	All advice acted upon. All pupils' needs are met, and they are able to access the curriculum
Appropriate use of specialised equipment to benefit individual pupils and	SLT SENDco Therapeutic lead	Use of equipment to support sensory regulation e.g. wobble cushions, weighted blankets Pencil grips, fidget toys, chew toys etc.	-Audit of equipment and needs - Staff training	One year and on going	SEND children have appropriate equipment and resources which support

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staff		Monitor and observe use of equipment visual timetable, writing with symbols, wobble cushions etc. Symbol supported software (Widgit) in place to resources to support communication. Specialist areas in place: Sensory room, sensory integration/soft play room, immersion room, trampoline	Cost of resources		their learning and remove barriers to learning
Appropriate use of intervention and their success and impact on progress	Deputy Head SENDco Therapeutic lead	Track intervention success on spreadsheet Have intervention groups across classes/ year groups to give more children opportunities to attend interventions. Improve gross and fine motor skills interventions. Improve sensory interventions.	Pyramid planning in place -Training on new interventions through internal andexternal professionals -Resources required to deliver interventions	One year	Progress and attainment of all children is outstanding
All children are visible in the curriculum and resources	SENDco	Resources will reflect the needs of the pupils. Teachers will make a conscious effort to show a variety of people with additional needs in their classroom practice.	-Books reflect diverse characters Class names to reflect diverse people	One year	Children will be able to identify with characters in stories, historical figures and illustrations. They will feel seen in the curriculum and resources.

2. Improving access to the physical environment					
To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.					
Target/Issue	**Lead**	**Strategy/Action**	**Resources**	**Timescale**	**Success Criteria**
Evaluate day trips in light of current cohort	AHT SENDco	Ensure all children are included in risk assessments for trips and appropriate support is put in place so children can access the trip to its full extent. Pre visits paperwork to be completed on EVOLVE	-Risk Assessments -Time for pre visit if required	On going	All SEND are able to access all trips
Ensure all children feel safe and involved at playtimes	AHT	Staff encourage children to join in games Education staff report children who may not be involved at playtimes at during debrief meetings and weekly MDT meetings.	-Training for staff -Daily debrief & MDT meetings -Regular learner voice & observations of different times of the school day	On going	Children feel safe in school – evidence in survey results from children

Maintain safe access round the interior and exterior of the school	SLT Facilities Manager	Ensure all areas are safe and cleared to ensure children are safe and walkways and other areas are clear communication with parents through letters/newsletters/website/1:1 school staff	-Premise meeting minutes - Premise walk	On going	There is safe access throughout the school No accidents or near misses
3 Improve the access and deliver of written information					
To Improve the delivery of information for disabled pupils and parents					
Review documentation on website to check accessibility for parents	Deputy Head Office staff SENDCo	Ensure documents are accessible to everyone using commonly known vocabulary. Office to be aware of parents who may need support in accessing materials and assisting with this.	Administration time	On going	All parents will be able to be aware of what is happening at school via the website.
Ensure written materials are available in alternative formats	SLT SENDCo	Ensure office staff are able to use google translate to translate any written letters and newsletters and ensure parents know this is available. Ensure parents with visual impairments can access policies through either a braille service or enlargement of papers Invite parents in who may need support completing forms.	Google translate	Ongoing	Parents are able to access all information
Improve use of pictorial communication systems (Widgit)	SLT SENDCO	Use Widgit to make classroom resources (eg.word mats, visual timetables, social stories). SLT to train on most effective ways to use Widgit.	Training Time for meetings	On-going.	All school staff aware of disabilities of children in their classes

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 the Headteacher and facilities manager.

It will be approved by the Headteacher/Regional director

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
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy

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