



Hilton Spencer Academy

Accessibility Plan 2025-2026

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- ❑ not to treat disabled pupils less favourably for a reason related to their disability;
- ❑ to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- ❑ to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- ❑ increasing the extent to which disabled pupils can participate in the school curriculum;
- ❑ improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- ❑ improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Our Accessibility Plan allows us to fulfil the school vision statement – Happy, Proud, Successful.

It is a requirement that the school's Accessibility Plan is resourced, implemented and revised as necessary and reported annually in the School Profile and Prospectus. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The school has identified its priorities by taking into account the views of pupils, parents, staff, governors and other agencies involved.

Improving Access to the Curriculum

Action	Person responsible	Budget	Performance Indicators	How will it be monitored	By when
Staff to continue current practice of placing pupils in the most appropriate class in order to meet their needs. TAs will be allocated as appropriate to provide support needed – the use of TA's is continually reviewed to ensure support is targeted at needs.	HT, SLT, HOLS, class teachers	None	Pupils needs will be successfully met in classes	Data, lesson observations, work sampling.	Ongoing
To develop and purchase Apps/software to enable personalised learning and ensure access to the curriculum for children with SEND.	HOLS / ICT co-ordinator	TBC	Pupils with SEND have access to iPads / computers to enable full access to the curriculum.	Lesson observation, planning scrutiny	Completed – review apps
Ensure that all school trips and residential are accessible for pupils with SEND.	Visit leaders, Educational Visit coordinator	None	All school visits are accessible to all pupils. Risk assessments produced for all trips/visits.	Educational Visit risk assessment, pre-trip visits, parent/carers meetings, individual risk assessments, adaptations where needed.	Ongoing
Ensure that relevant lunchtime and after school clubs provided by the school are accessible for pupils with SEND.	Club leaders, year group leaders, HOLS	None	Lunchtime and after school clubs are accessible to all pupils.	Informal monitoring of clubs, feedback from children and parents	Ongoing

Ensure that children with visual or auditory difficulties are able to access all areas of the curriculum.	Class teachers, HOLS	Minimal stationery budget	Communication systems are in use regularly. Work is presented in a way that pupils with visual impairment can access. Seating arrangement is appropriate.	Lesson observations, visits from Support Service for Visual / Hearing Impaired, planning. Staff training where appropriate	Ongoing
Implement CPD for staff on specific SEND/Disabilities.	Class teachers, SENDCO	CPD budget	Specific CPD planned in for needs. Inclusion Advisors to support training and recommendations. Individual needs-based training where appropriate.	Staff training CPD slides Staff confidence Feedback	Ongoing

Improving Access to the Physical Environment

Action	Person responsible	Budget	Performance Indicators	How will it be monitored	By when
To ensure that any redecoration or refurbishment takes into account advice from the Inclusion Support Services.	HT / caretakers / contractors	School improvement budget	Re decoration is done using appropriate colours, tone and positions	Observation	Ongoing

Meet with any disabled pupil and their family before their first day and talk with their previous provider and specialists involved to ascertain needs. Adaptation of environment to suit needs – seek support from Specialist Team with regards to equipment and usage.	HT/ HOLS	SEN Budget where needed – such as sloping board.	An action plan will be formulated to aid the induction of any disabled pupil. Adapted toilet spaces, ramps, changing tables available.(Needs-based resources)	Plan will be reviewed.	Ongoing
Training of staff to support children's needs – utilise support from the Moving And Handling Advisor, Physio Care Plan training	HT/SENCO	None	Training allocated based on needs, follow advice from external training	Ongoing review meetings Staff training	Ongoing
Ensure fire procedures take account of the needs of pupils with additional needs.	HT / Health and safety committee	None	Routines planned and individuals prepared. Individuals with identified concerns supported	Observation of fire evacuation, scrutiny of evacuation plan Personal Emergency Evacuation Plans in place where appropriate.	Annually
To ensure that all labels and signage is clearly written and displayed at an appropriate height. Use widget visual tools to support labels and signage.	HT / caretakers / class teachers	None	Signs are written appropriately and displayed at the correct height.	Monitored and checked	Ongoing

Improving Access to Information

Action	Person responsible	Budget	Performance Indicators	How will it be monitored	By when
Continue current practice of ensuring all printed work given to pupils is appropriate for use. Consideration of size, colour, paper tone.	All staff	None	Pupils are able to access work	Observation	Ongoing
Ensure that any printed text provided to pupils and parents with a specific visual need are appropriate to their needs such as Dyslexia friendly texts, large prints, simplified language	Teachers, HT, HOLS	SEN Budget	Text will be accessible	Observation, feedback from pupils and parents.	Ongoing
Use ICT and communication support devices such as speech to text, apps, to support the understanding of tasks.	HT/ SENCO	SEN Budget	Text will be accessible	Observation, feedback from pupils and parents	Ongoing
Opportunities for parents/carers to seek support with accessing school documents.	All staff	None	Text to be explained and verbalised where needed. Audit website for accessibility and adaptations.	Feedback from parents/carers/community	