ACCESSIBILITY PLAN

1. Introduction
   This Accessibility Policy outlines how Hamwic Education Trust ensures equal access to education and facilities for pupils with disabilities, in line with the Equality Act 2010 and the SEND Code of Practice. The policy supports our commitment to inclusion, equality, and respect for all pupils.

2. Legal Framework
   This policy is guided by the Equality Act 2010, which defines disability and outlines the duty of schools to make reasonable adjustments. It also aligns with the SEND Code of Practice and the Children and Families Act 2014.

3. Vision and Values
   Hamwic Education Trust is committed to fostering an inclusive environment where all pupils can thrive. We aim to remove barriers to learning and participation, ensuring every child has the opportunity to succeed.

4. Curriculum Access
   We ensure that pupils with disabilities can access the curriculum through quality-first adaptive teaching, use of assistive technologies, and personalised learning pathways.

5. Physical Environment
   We continually assess and improve the physical environment to support mobility, sensory, learning and communication needs.

6. Information Access
   We can provide information in accessible formats such as large print, audio, and simplified language, be that in English or alternative languages as required by our diverse range of families.

7. Roles and Responsibilities
   The SENDCOs oversee the implementation of this policy. Governors monitor progress, and all staff are responsible for making reasonable adjustments in their areas of work. External professionals, such as Southampton Inclusion Partnership, may be consulted for specialist advice.

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8. Monitoring and Review This policy and the associated Accessibility Action Plan are reviewed annually.

Short Term (ongoing)	Targets	Strategies	Outcomes	Goals Achieved
Physical Environment	Monitor the physical environment to identify areas that may require attention	Regular visual inspections of all the schools e.g., steps, stairs parking issues, internal doors, toilets, gates, lighting, heating, signs, floor coverings etc.	Urgent items will be identified and addressed immediately. Other issues will enable med/long term planning to happen.	Workplace inspections carried out yearly. Site staff meetings/walk rounds carried out and documented. Visual inspections completed by site staff H&S audits.
	Every classroom is optimally organised for students with sight, hearing, and or physical or sensory needs as required	Seek advice from SENCO and other professional bodies. Identify the areas in most need of alteration and prioritise. Investigate the cost implications and plan for costings in the budget planning cycle	The potential requirements have been identified and, subject to cost implications, measures are in place to accommodate students Teaching staff are aware pupils' needs and of various resources and strategies to optimise learning environment. As required, teachers will implement a variety of resources and strategies to tailor the learning environment to individual pupils' needs, e.g. use of bariatric chairs, height adjustable desks,	Every classroom is optimally organised for pupils with disabilities *as far as is practically and reasonably possible.* All pupils irrespective of disability are equally able to access the curriculum.

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			writing slopes, assistive technology IT Strategies etc. All learning is accessible to the individual pupils and is adapted as required to ensure inclusivity	
Information Access	Raise awareness of employees to the services that are available under the Local Offer and local Authorities		Staff will be fully informed of services that are available and processes within the council for SEND support and will be empowered to signpost families as required to services. Senior leaders will be able to seek specific advice from the local authority as required.	
Medium Term	Raise awareness of all employees of the definitions of disability as defined in the DDA with reference to hearing, visual and physical impairment and their rights in terms of the DDA To make staff aware of the National Curriculum Inclusion Statements i.e. -setting suitable learning challenges -responding to pupils diverse learning needs	Publicise the information to all employees. Staff training during the induction period and throughout the academic year.	Staff aware of the implications of the Disability Discrimination Act. Staff aware of the national curriculum inclusion statements. Strategies to enable full curriculum access for pupils with a range of disabilities to be identified in all long-term plans.	Quality of the learning experience for all students and quality of teaching /support improved with wider use of technology and practices.

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	-overcoming potential barriers to learning and assessment for individuals and groups			
	To ensure all staff adapt these to inform differentiated planning and provision across the academy.	Staff training to ensure that action planning and planning of schemes of work is informed by inclusion statements.	All staff are aware of a range of interventions available in the academy to meet the needs of all students.	
	Carry out a school audit of the wider curriculum e.g., clubs, visits to ensure that all pupils can participate. Curriculum Planning will allow for adaptive provision for pupils' disabilities	Audits of all activities to ensure access for all pupils	Wider curriculum enables access and ensures participation by disabled students.	

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Long Term	The Trust is prepared for the eventuality of receiving any Pupils/ staff with a disability.	Consult with feeder schools on potential new students each year and review current provision.	Considering the site and buildings reasonably practicable measures have been taken to ensure equal access to the curriculum for all students.	All pupils irrespective of disability are equally able to access the curriculum.
	The Trust supports all children with medical conditions.	A generic Trust policy will be in place stating how children will be supported in schools. Individual Health Care plans will be put into place, followed & reviewed. Sufficient staff will be trained to support children with specific medical needs.	All children will have full access and have the same opportunities at school as any other child. This will be monitored regularly and reviewed by school Governors.	All pupils regardless of a medical condition will be able to access school fully & be supported.

Reviewed September 2026

Next Review September 2029