

Hamilton School Accessibility Plan

Hamilton School

An honest school that strives to do the best.

Ratified by the Governing Body on: 14.3.25

To be reviewed: March 2028

Chair of Governors Signature:



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 involved providing access and opportunities for all pupils without discrimination of any kind.

SCHOOL VISION

Our vision is to create a safe and happy environment for our pupils to develop life-long communication skills and independence skills to allow them to become the very best versions of themselves. We aim to provide a curriculum that is **Inspirational**, **Aspirational** and **Transformational** with well adapted, meaningful activities that meet the needs of all pupils across the school.

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.

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. We have included a range of stakeholders in the development of this accessibility plan, including staff and governors of the school.

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.

Aim: To increase access to the curriculum for pupils with a disability.

Strengths: At Hamilton School we adapt the curriculum to meet the needs of a range of pupils. The school has 3 pathways and the curriculum is designed for fluid movement between the pathways. It is made clear to teachers how the curriculum should be adapted for pupils on different pathways. To ensure pupils are able to access the curriculum we ensure their communication needs are met and that there are opportunities for them to communicate using support as recommended by the Speech and Language Therapists that work across the school. Each pupil's sensory needs are addressed and regulation opportunities are in place to help increase engagement in learning activities. The school's Occupational Therapy Team support classes to ensure appropriate strategies are in place to meet sensory needs and appropriate equipment is in place to support individuals as needed. Outcomes are set effectively and are appropriate for pupils. The curriculum is reviewed to ensure it meets the needs of all pupils. Training for support staff to enable them to work with increased knowledge and provide appropriate resources for pupils.

TARGET	STRATEGIES	PERSONS RESPONSIBLE	TIMESCALE	SUCCESS CRITERIA	MONITORING COMMENTS
All school visits and trips need to be accessible to all pupils.	Clear risk assessments in place. Reasonable adjustments to be made to enable pupils to access trips. Staff to have access to a range of resources and opportunities to access community visits.	Educational Visits Coordinator (EVC) team	Ongoing	All pupils will have access to a range of opportunities that enhance the curriculum.	
The curriculum will be fully accessible for our pupils	Training opportunities planned to ensure staff understand the needs of	Senior Leadership Team (SLT) and	Ongoing	All pupils will be able to access the curriculum.	

(all of whom have a diagnosis of Autism).	the pupils. Speech and Language and Occupational Therapy teams to support class teams to embed effective strategies to meet pupils' communication and sensory needs in order to make the curriculum more accessible to all.	middle leaders with curriculum responsibilities.			
Staff are confident and skilled in adapting the curriculum to meet the needs of all pupils across the school.	Training opportunities planned to ensure teaching staff have a good understanding of how to adapt the curriculum to meet the needs of pupils on different pathways. Ongoing support to deliver ASC specific methods of teaching such as Attention Autism and work boxes.	SLT	Ongoing	All teaching staff will have the skills to effectively adapt the teaching to allow all pupils to access the curriculum	
Curriculum documents are reviewed and have a clear pathway in place acknowledging that pupils can change pathways and have differing needs.	Curriculum documents to be reviewed and adapted as necessary. The curriculum rationale is inclusive of all learners.	SLT and Teaching staff	Ongoing	Curriculum opportunities will enable all pupils to reach their potential and access the appropriate pathway.	

Aim: Improve and maintain access to the physical environment

Strength: Hamilton is a growing site. We are having an extension to the Primary building that will allow us to reduce numbers in some classes in Primary. Although there are several levels within the site, there are lifts to support any person with a disability to access the upstairs rooms in the newer part of the Primary building and the temporary secondary building. The new extension will also have a lift and the new Secondary building will also provide lifts for staff to access all parts of the building. The site also has disabled parking bays, disabled toilets. Where staff have a disability, we complete relevant risk assessments and provide appropriate chairs, tables and back supports. Reasonable adjustments are made for pupils and staff with disabilities.

TARGET	STRATEGIES	PERSONS RESPONSIBLE	TIMESCALE	SUCCESS CRITERIA	MONITORING COMMENTS
Access into and around school and reception to be fully compliant and safe for learners.	Daily audit of environment. Ensure door fobs are in place at key exit points.	Leaderships team and site management team	Ongoing	Environment will be safe and secure for all pupils.	
Consideration to be given to the ways in which pupils enter/ leave the school at the beginning and end of the day.	Senior leaders to be supervise loading/unloading areas. Staff to escort pupils on and off transport. Transport to be given clear guidance of boundaries and routines. Pupils to enter school as soon as they leave transport from designated points. Use of walkie talkies to communicate with staff	Leadership team	Ongoing	Transitions will be well managed within the available space. Pupils will be safe. Transport will not cause issued in and around the school environment.	

	as to when to bring pupils to their transport.				
Sufficient changing facilities to be in place for pupils.	Changing facilities to be clear. Access to nappy bins Showers available should they be needed.	Leadership team	Ongoing	Changing facilities will allow pupils to have appropriate facilities to change in providing further opportunities for independence. Provision will be inclusive for all.	
Access to the school allotment to be safe and secure for all pupils to be able to use the space	Fencing to be around the school's plot. Separate risk assessment to be in place for the allotment that should be read by all staff taking pupils there. Workbenches to be provided at a height suitable for the pupils to allow them to partake in activities. Environment safety to be maintained and consideration given to trip hazards.	SLT and trip lead	Ongoing	All pupils will be able to access the allotment. The environment will be safe and secure.	

Aim: Improve the delivery of information to pupils with a disability

Strengths: Our school uses a range of communication methods to ensure information is accessible and meets the needs of our pupils with Autism. This includes symbol support, the use of photographs, signage, additional SaLT input and training for staff.

TARGET	STRATEGIES	PERSONS RESPONSIBLE	TIMESCALE	SUCCESS CRITERIA	MONITORING COMMENTS
Picture for Object Exchange (PECS), Assisted Language Displays (ALD), and visual timetables to support transition, to be embedded throughout the day in all classes.	Training to be given to all staff. Support from communication lead in the school alongside the SaLT team to work in classes to model and support.	Communication lead and Speech and Language Therapists (SaLT)	Ongoing	All pupils to have the appropriate support to enable them to communicate and to support their understanding.	
Use of Class Dojo to communicate more effectively with parents.	Expectations to be clear to staff regarding regular communication via Class Dojo. Opportunities to be given to parents to receive training on the use of Class Dojo. Where there is a language barrier, explain to parents how to translate communications into a different language.	SLT and class teachers	Ongoing	Communication between parents and school will be more regular. Parents will feel supported by the school.	

Ensure school website is compliant	Audit school website identifying non conformances and opportunities for improvement.	SLT, Information Technology (IT) administrator	Ongoing	Information will be readily available for all stake holders to access.	
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4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be monitored annually by the Governing Board. It will be approved by the governing board.