

Accessibility plan

Henry Hinde Junior School



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| Approved by: | Becky O'Neill | Date: 24.03.26 |
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1. Aims

Henry Hinde School (part of the Transforming Lives Educational Trust, TLET) is committed to taking all reasonable steps to avoid placing any individual with disabilities at a disadvantage, works closely with disabled pupils, their families and any relevant outside agencies (e.g. Pediatrician) in order to remove any potential barriers to their learning experience.

This policy outlines the principles that the school is committed to following throughout all accessibility planning activities to ensure that all disabled pupils can enjoy and access all aspects of educational life. The specific measures the school has taken to ensure the school is accessible are outlined within the accessibility plan.

TLET has a shared vision and commitment to transforming the lives of pupils through learning. Through our core values, we promote high aspirations for all pupils in our community including those with special educational needs and/or disabilities. We seek to provide inclusive and innovative approaches in our school to ensure that all pupils become the best they can be, removing barriers to assessment and learning. TLET recognizes its duty under the Equality Act 2010:

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services;
- Not to treat disabled pupils less favorably;
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage;
- To recognize and value parents' knowledge of their child's disability and its effect on his/her/their ability to carry out normal activities, and respects the parents' and child's right to confidentiality;
- To provide all pupils with a broad and balanced curriculum, differentiated and adapted to meet the needs of individual pupils and their preferred learning styles, and endorsing the key principles of the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum;

- To publish an Accessibility Plan.

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.

There is further information contained within Warwickshire's SEND local offer which can be found by accessing the following web address

<https://www.warwickshire.gov.uk/send>. There is further information in relation to disability equality and education in Warwickshire by accessing the following web address <https://schools.warwickshire.gov.uk/education-resources/disability-equality-statutory-duties-schools?documentId=39&categoryId=9>

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, parents/carers and governors.

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.

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 and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness and removing any barriers to communication.

3. Action Plan

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

| 1. Increase access to and participation within the curriculum for pupils with a disability. | | | | | |
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| Current good practice | Objectives | Actions to be taken | Person responsible | Date to complete by | Success criteria |
| <ul style="list-style-type: none"> • Our school offers an adapted curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources plan to include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils | SEND register and Medical information on children with additional needs to be regularly updated. | Ensure SEND register reflects current pupils being supported. Pupil passports for all children on SEND register. Ensure medical information is up-to-date. Liaise with parents/carers and external agencies (e.g. Pediatrician) to ensure we receive up to date reports. | SENDCO Office staff | To be continually updated but checked termly | SEND and medical needs will be up-to-date. Teachers and LSAs will be aware of the needs of children in their class. |
| | Effective communication and engagement of parents/carers | Introductory meetings in the Autumn term with teachers and parents/carers followed by an additional one in the Spring term. Mini reports for all children in the Autumn and Spring terms followed by a longer report in the Summer term. Termly review meetings with parents of children with Individual Education Plans (IEPs) and Education, Health and Care Plans (EHCPs). Parents/carers are involved in writing their child's individual plan. | Teachers SENDCO | On going Termly meetings | Increased engagement of parents/carers |
| | Effective communications with nurseries (Infant School), and schools to provide a quality transition. | To identify pupils who may need additional to or different provision for the September and any mid-year intakes. SENDCO to attend the Inclusion Framework for Schools (IFS) and build relations with other local SENDCOs. SENDCO to continue positive relationships with local nurseries and schools to ensure collaboration when transitioning a child who may require enhanced transition. | SENDCO Phase leads | On going | Transition for children from nurseries and other schools is smooth with adequate and appropriate resources and provision. |
| | Training for staff on increasing access to the curriculum for all learners and removing potential barriers. | Audit staff strengths to identify potential support for adaptive teaching. Internal and external training (e.g. Speech and language therapy, Occupational therapy, Specialist Teaching Service) on adapting lessons and using scaffolding for pupils with additional needs. | SENDCO | On going | Staff confidence in adapting the curriculum is improved. Children's participation in the |

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| | | Staff meetings addressing inclusive practice and SEND procedures. | | | curriculum is broader and more effective. |
| | Use appropriate assessment tools and activities for children working Pre-Key Stage (PKS). | Use other professionals suggestions for the adaptations of the curriculum. Ensure staff are familiar with the Birmingham toolkit (assessment tool). SENDCO to attend Warwickshire SENCO network meetings and IFS to see what others local schools are doing to support pupils working at PKS Children working at PKS will access every subject in a tailored way. | SENDCO | On going | Children working at PKS will have consistent approaches for assessment and planning via the use of Birmingham Toolkits. |
| | To ensure that the medical needs of all pupils are met fully within the capability of the school. | Liaise with parents/carers and external agencies (e.g. Pediatrician) to ensure we receive up to date reports. Care plans are up to date. Make relevant referrals to external agencies. Identify any specific training needs. | First aiders Office staff SENDCO | On going Reviewed annually | Advice acted upon. All pupils' needs are met and they are able to access the curriculum. |
| | Appropriate specialised equipment is used to benefit individual pupils. | Ipads/ Chromebooks available to support children with difficulties. Sloping boards for children with physical disabilities. Coloured overlays or coloured paper for children with visual difficulties. Use of wobble cushions, Therabands, weighted blankets, pencil grips, fidget toys, chew toys etc. Ensure sensory room is fit for purpose by monitoring and observing the use of equipment. | SENDCO | Ongoing Sept 2026 | SEND children have appropriate equipment and resources which supports their learning and remove barriers to learning. |
| | Interventions are used appropriately to help children make progress in targeted areas and skills. | Track intervention success on Provision Map. Strategically staff interventions to allow optimum outcomes for pupils with SEN. Have intervention groups across classes/ year groups to give more children opportunities to attend interventions. Improve sensory interventions. | SENDCO | On going Reviewed Sept 2026 | Children meet the intended outcome of the intervention. Children attending interventions can show their improved skills in classwork and assessments. Interventions promote accelerated progress. |
| | All children continue to be visible in the curriculum and resources. | Resources will reflect the needs of the pupils. Teachers will make a conscious effort to show a variety of people with SEN, disabilities and medical needs in their classroom practice. | Teachers SENDCO | On going | Children will be able to identify with characters in stories, historical figures and illustrations. They will feel seen in the curriculum and resources. |

| 2. Improve and maintain access to the physical environment | | | | | |
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| Current good practice | Objectives | Actions to be taken | Person responsible | Date to complete by | Success criteria |
| <p>The environment is adapted to the needs of pupils and parents/carers as required. This includes:</p> <ul style="list-style-type: none"> • Seating • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities <p>Library shelves at wheelchair-accessible height</p> | Evaluate day and residential trips considering current cohort. | Ensure all children are included in risk assessment for trips and appropriate support is put in place so children are able to access the trip to its full extent. Pre-visits and/or planning required for residential stays if SEND children are coming. | EVC Teachers | On going | All SEND are able to access all trips |
| | Ensure all children feel safe and involved at playtimes. | Happy lunchtimes encourage children to join in games. Staff on duty to involve children in play and to report children who may be struggling on the playground to their teacher. | PE subject lead All staff | On going | Children feel safe in school – evidence in survey results from children |
| | Maintain safe access round the interior and exterior of the school. | Ensure all areas are safe and cleared to ensure children are safe and walkways and other areas are clear. Communication with parents is through Parentmail, Class Dojo (Junior School site) and newsletters. | All staff Site manager | On going | There is safe access throughout the school. |
| | Ensure access for all SEND children at after school clubs and reasonable adjustments are made to ensure participation. | Audit SEND children use of clubs and extended services. Risk assessments put in place if needed. | SENDCO PE subject lead | On going | Children with additional needs are accessing clubs of their choice with the correct planning and support |
| | To make effective use of the sensory room/ quiet room. | Children to use the sensory room/ quiet room for regulation. Staff to be taught how to use the equipment in the sensory room/ quiet room. | SENDCO | On going Sept 2026 | Children will know where they can go to regulate themselves. Children will be calmer and able to have calming breaks at appropriate intervals. |

| 3. Improve the access and delivery of information for pupils and parents/carers | | | | | |
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| Current good practice | Objectives | Actions to be taken | Person responsible | Date to complete by | Success criteria |
| <p>Our school uses a range of communication methods with pupils and parents/carers to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources, where required • Induction loops • Pictorial or symbolic representations, where required • Digital, audio or video formats, where required | Review documentation on website to check access for parents. | 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. | SLT Office staff | On going | All parents/carers will be able to be aware of what is happening at school via the website, newsletters and Class Dojo (Junior Site only). |
| | Ensure written materials are available in alternative formats | Ensure office staff are able to use Google translate to translate any written letters and newsletters and ensure parents/carers know this is available. Ensure parents/carers with visual impairments can access policies (either enlarged print or the support of a Braille service). Invite parents/carers in who may need support completing forms. Parent/carers are offered phone call, virtual meeting or face-to-face meetings | Office staff SENDCO Teachers | On going | Parents/carers are able to access all information and complete forms independently or with assistance. |
| | Improve use of visuals to increase understanding of written information. | Ensure In Print (4) is loaded onto staff laptops to improve picture communication support. Use In Print to make classroom resources (e.g. word mats, visual timetables, social stories). SENDCO to train all relevant staff members in how to use In Print. SENDCO to create a bank of ready-made resources for teachers and learning support assistants (LSAs) to access. | SENDCO | On going July 2027 | Children will understand any written instruction or text as it will be accompanied with the appropriate visuals. |
| | Have interpretation and translation technology or services available for parents/carers who cannot access spoken language (e.g. British Sign Language) and/or English. | Use online translation tools in meetings (e.g. Google translate). Allow parents/carers enough time to organize their own translators for meetings. Book translators for crucial meetings via online platforms. | SENDCO Teachers Home-School support worker | On going | Parents/carers and children will all be able to access meetings and have what's needed to express their views accurately and understand others clearly. |

| 4. Offer additional support to meet the needs of young carers and their families | | | | | |
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| Current good practice | Objectives | Actions to be taken | Person responsible | Date to complete by | Success criteria |
| <ul style="list-style-type: none"> • Telephone call or virtual call for parents' evenings, where requested • Telephone call or virtual call for SEND review meetings, where requested • Enhanced transition offered, where need is identified | To increase engagement of parents/carers | <p>Parents/carers are offered, where possible, alternative arrangements for parent consultation evenings and SEN review meetings.</p> <p>Currently offered alternative dates/ times, phone call, virtual meeting or face-to-face.</p> <p>Organise a range of events for parents across the school year (e.g. reading workshops, maths workshops, coffee and chat sessions for parents/carers of SEND).</p> | Office staff Teachers SENDCO Subject leaders SLT | On going | All parents will 'attend' in some way to meetings about their child to enable the celebration of successes and the awareness of challenges. |
| | To continue to develop our transition package | <p>Ensure good links are made with nurseries for children coming into Reception (Infant School site).</p> <p>Ensure good links are developed with Secondary Schools for children leaving in Year 6 (Junior School site).</p> <p>Ensure staff are given time to provide details regarding children for transition between year groups.</p> <p>Provide enhanced transition for all children (in addition to the Warwickshire wide transition day).</p> | Phase leaders SENDCO SLT Teachers | On going | All children will experience a positive transition experience. Information will be shared, where needed. Transition will be organised to support the needs of each cohort. |
| | Offer enhancements to the curriculum for young carers | <p>Referrals to be made for children who are identified as young carers.</p> <p>Look for increased opportunities to enhance young carers curriculum (e.g. visits, craft activities).</p> <p>Ensure staff are aware of who our young carers are and ensure there are opportunities to complete things such as homework in school.</p> | Home-School support worker Teachers | On going | Staff will know who the young carers are and ensure that they have access to activities in school time. |

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 SENDCO and school Principal.

It will be reviewed by the Governing Board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- TLET Accessibility policy
- Health and safety policy
- Equality information objectives
- Intimate care policy
- SEND policy
- Special Educational Needs (SEN) information report
- Supporting pupils with medical conditions policy
- Complaints policy