



Accessibility Policy

Action Plan – Hill View School

Increase access to the curriculum for learners with a disability.

Objectives	Actions to be taken and by whom	Success criteria and completion date
<p>Ensure early identification of learner needs to ensure appropriate curriculum and provision</p>	<p>1. Proactively Gather Learner History:</p> <p>Request comprehensive records from previous settings: Seek detailed educational, assessment, and intervention records from prior schools or educational providers to gain a full understanding of the learner's profile.</p> <p>2. Coordinate Support for Out-of-School Learners:</p> <p>Engage with Alternative Provisions (APs): If the learner is currently out of school, establish clear communication with their AP to obtain progress reports, assessments, and any relevant support plans.</p> <p>3. Prioritise Transfer of Essential Documents:</p> <p>Secure key assessments and plans: Ensure timely receipt of academic assessments, Personalized Learning Plans (PLPs), Education, Health, and Care Plans (EHCPs), Annual Review documentation, and graduated response records prior to admission meetings.</p> <p>4. Establish Developmental Timeline:</p> <p>Chart developmental history: During the admission</p>	<p>Teachers will demonstrate success in early identification of learner needs by recognising signs of learning differences, utilising observation tools and screening assessments, communicating effectively with parent carers, and referring learners for further support when needed. The school will support this by implementing a multi-tiered screening system, analysing data to drive decisions, designing adaptable curriculum that accommodates diverse learning styles, and maintaining open communication channels between staff, parents, and external professionals. (April 2025)</p>

	<p>meeting, collaborate with parents/caregivers to construct a detailed timeline of the child's development, including past concerns, assessments, and investigations.</p> <p>5. Engage Success Team:</p> <p>Involve specialists promptly: Facilitate timely engagement with Speech and Language Therapists, Occupational Therapists, and Educational Psychologists to address the learner's evolving needs within your school's provision.</p>	
<p>Embed transition into the school from mainstream and learners out of education settings</p>	<p>1. Collaborative Transition Planning:</p> <p>Family-Centered Partnership: During admission meetings, work closely with families and the previous school to develop a personalised transition plan. This plan should include:</p> <ul style="list-style-type: none"> • Familiarisation Visits: Schedule multiple visits for the learner to explore Hill View School, meet key staff, and interact with potential peers. • Welcome Events: Facilitate attendance at school-wide welcome events or create smaller gatherings specifically for transitioning learners. • Accessible Resources: Provide clear, easily digestible information about Hill View School through printed materials, the school website, and 	<p>Successful transitions will be evident when learners experience a personalised and supportive entry process, demonstrating reduced anxiety and increased engagement in their new learning environment. This will be achieved through collaborative pre-admission planning, gradual familiarisation with the school setting, accessible information resources, a dedicated staff liaison, opportunities for social connection, and ongoing progress monitoring with support adjustments made as needed.(April 2025)</p>

other accessible formats.

2. Enhanced Website for Smooth Transitions:

Dedicated Transition

Section: Create a prominent "Transition" section on the school website, highlighting:

- The school's ethos and approach to supporting new learners
- Virtual tours or photo galleries
- Staff introductions and key contact information
- Answers to frequently asked questions (FAQs)

3. Individualised Transition Timetables:

Tailored Support: Develop a unique transition timetable for each learner, outlining the sequence of visits, introductions, and initial support structures.

Flexible & Adaptable: Keep these timetables flexible to accommodate individual needs and ensure they can be adjusted as the learner progresses through the transition.

4. Multi-Source Information Gathering:

Holistic Understanding:

Actively gather information from parent carers, external agencies (where involved), previous schools, and the learner themselves to create a comprehensive understanding of individual needs.

Data-Driven Personalisation: Utilise this information to carefully tailor support plans, interventions, and classroom adaptations to best facilitate the learner's successful transition.

<p>Training for staff on specific SEN, disabilities and medical needs.</p>	<p>1. Define Specific Needs & Modules:</p> <p>Survey Staff: Use a survey to determine the most pressing SEN, disabilities, and medical needs your staff feel they need further training on.</p> <p>Create PEAK Modules: Develop distinct PEAK training modules focused on top priorities identified in the survey and through SLT audits or learner needs/provision.</p> <p>2. Integrate into Induction:</p> <p>Mandatory Module: Designate a core PEAK module (e.g., "Understanding SEN in the Classroom") as a mandatory component for all new staff members during their induction period.</p> <p>Introduction to PEAK: Provide new staff with an overview of the full PEAK program and its ongoing CPD opportunities related to SEN, disabilities, and medical needs.</p> <p>3. Schedule Regular CPD:</p> <p>Calendar Schedule: Block out specific dates on the CPD calendar for PEAK modules dedicated to SEN, disabilities, and medical needs. Rotate the topics to provide ongoing development.</p> <p>Accessibility: Ensure the PEAK schedule offers these modules at multiple times to accommodate different staff schedules.</p> <p>4. Promote & Track:</p> <p>Clear Communication:</p>	<p>Success in staff training on SEN, disabilities, and medical needs will be measured by staff demonstrating improved understanding of diverse needs, ability to implement support strategies, effective collaboration with colleagues, parent carers, and professionals, and confidence in addressing individual needs. Assessment methods will include pre/post-training evaluations, staff observations, feedback from stakeholders, and evidence of increased personalisation for learners with specific SEN, disabilities, and medical needs.</p>
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	<p>Advertise upcoming PEAK modules focused on SEN needs, stressing their importance to creating a supportive learning environment.</p> <p>Participation Tracking: Maintain records of staff participation in PEAK modules. This allows us to identify any gaps in training and target support where needed.</p>	
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Improve and maintain access to the physical environment.

Objectives	Actions to be taken and by whom	Success criteria and completion date
<p>Create a sensory-focused forest school environment by developing a designated sensory path incorporating varied textures, natural soundscapes, and controlled visual elements for both stimulating and calming experiences. Within the forest school, establish specific zones catering to different sensory needs, including quiet areas for retreat and spaces for active exploration. Design forest school activities that prioritise tactile experiences, movement, and natural materials while offering options for both individual and collaborative participation</p>	<p>Sensory Audit: Conduct a walk-through of the existing forest school, noting areas suitable for sensory path development and potential zones for different sensory needs.</p> <p>Learner Input: Gather insights from learners, especially those with sensory sensitivities, regarding their needs and preferences within an outdoor space.</p> <p>Resource & Design: Research sensory path materials (e.g., varied ground coverings, sound elements) and zone-specific features (e.g., calming natural structures, equipment promoting active play).</p> <p>Activity Development: Collaborate with staff to design forest school activities using natural materials, emphasising options for individual and group participation</p> <p>Staff Training: Provide training on sensory processing, the purpose of</p>	<p>Success will be measured through increased learner engagement with the sensory path and designated zones, indicating the effectiveness of these spaces. Additionally, staff consistently incorporating the path, zones, and sensory-focused activities into their forest school sessions will demonstrate successful implementation. Positive learner feedback on the sensory elements aiding regulation and inclusion, along with observed or anecdotal evidence of improved self-regulation for learners with SEMH needs, will further underscore the success of the sensory-focused approach. (June 2025)</p>

	<p>the sensory path and zones, and how to lead activities supporting diverse sensory needs.</p>	
<p>To enhance accessibility, we will focus on improving existing trails and pathways with wider widths, stable surfaces suitable for all learners with well placed rest spots. Establish a multi-use outdoor gym featuring adaptable equipment for diverse fitness levels, encouraging inclusive physical activity and peer interaction. Additionally, scatter dedicated zones throughout the outdoor space with equipment specifically designed to promote the development of gross motor skills, such as balance beams and climbing structures with varying challenge levels.</p>	<p>Accessibility Audit: Conduct a thorough audit of existing outdoor areas, identifying trails in need of widening, surfaces requiring improvement, and optimal locations for the gym and motor skill zones.</p> <p>Participatory Design: Involve learners with disabilities and mobility challenges in the design process to gain valuable insights into their needs and preferences.</p> <p>Equipment & Material Research: Investigate suitable surfacing materials (e.g., smooth asphalt, rubberized surfaces), adaptable gym equipment, and engaging gross motor skill stations.</p> <p>Budget & Phasing: Develop a cost estimate and phasing plan, potentially prioritising high-traffic trails and the central gym area first.</p> <p>Installation & Safety: Ensure professional installation adhering to relevant safety standards and accessibility guidelines.</p> <p>Wayfinding & Signage: Integrate clear signage and wayfinding aids directing users to the accessible features.</p> <p>Staff Awareness: Inform staff of these new facilities and how to encourage their use in</p>	<p>Success will be evident through increased use of the upgraded trails, outdoor gym, and gross motor zones by all learners. Observations of learners safely and confidently navigating the space, utilising the equipment, and engaging in inclusive physical activities will demonstrate the effectiveness of the improvements. Positive feedback from learners, families, and staff regarding enhanced accessibility and increased opportunities for physical activity will further support the success of the project. (June 2025)</p>

	a way that fosters inclusivity.	
<p>Establish dedicated nature-based calm zones within the outdoor environment, featuring comfortable seating, natural elements, and visual cues designed to promote self-regulation (such as mindfulness stones or breathing exercise prompts). To maximise their impact, incorporate supervised use of these regulation spaces directly into the school timetable, allowing learners scheduled access for de-escalation and emotional reset. Finally, provide staff training on how to effectively utilise outdoor spaces as tools for regulation and implement proactive strategies to support smooth transitions into and out of these designated areas.</p>	<p>Space Selection: Identify suitable outdoor areas for calm zones. Consider factors like proximity to classrooms, noise levels, and potential for incorporating natural elements (trees, gardens).</p> <p>Learner Input: Gather learners' preferences regarding the feel and features of a calming outdoor space.</p> <p>Zone Development: Designate spaces with clear boundaries using natural features or low fencing. Equip them with comfortable seating, calming natural elements (e.g., water features, sensory plants), and visual prompts for self-regulation (mindfulness prompts, breathing visuals).</p> <p>Timetable: Collaborate with leadership to integrate scheduled breaks utilising the regulation spaces, ensuring appropriate staff supervision is in place.</p> <p>Staff Training: Train staff on identifying signs of dysregulation, utilising the spaces effectively, and supporting learners with emotional reset strategies.</p>	<p>Success will be measured through learners demonstrating positive engagement with the regulation spaces, using them independently or with staff support and interacting positively with the calming elements. Staff will proactively guide learners to these spaces and effectively implement strategies learned in their training. A decrease in behavioural incidents or dysregulation will suggest the spaces are successful in promoting self-management. Finally, positive learner feedback on how the regulation spaces help them feel calm and ready to re-engage in learning will solidify their positive impact.</p>

Improve the delivery of written information.

Objectives	Actions to be taken and by whom	Success criteria and completion date
<p>Ensure all signage around school (in and out of classrooms) is clear and accessible to learners</p>	<p>Accessibility Checklist: Utilise a checklist specifically designed for evaluating signage accessibility (font, contrast, symbols, language, placement).</p> <p>Placement Adjustments: Evaluate sign placement for visibility and optimal viewing angles, particularly for learners with mobility impairments.</p> <p>Purposeful Placement: Ensure signs are visible and relevant to activities taking place in specific classroom zones.</p> <p>Declutter & Prioritize: Remove outdated or excessive signage to reduce visual overload and emphasise essential information.</p> <p>Multi-Modal Approach: Supplement text-based labels with images, symbols, or QR codes for learners with diverse learning styles.</p>	
<p>Ensure all staff receive training in 'Communication' so they are able to better support learners with SLCN</p>	<p>Needs Assessment: Survey staff to identify specific areas of communication training they feel most lacking (e.g., supporting receptive language, facilitating expressive language, understanding social communication needs).</p> <p>Source Training: Research and secure training providers specialising in SLCN communication support. Consider a mix of whole-staff workshops and targeted training for those working directly with learners with</p>	<p>Successful communication training will be demonstrated by staff exhibiting increased confidence and competence in supporting learners with SLCN. This will include the ability to identify communication challenges, implement effective strategies and accommodations, use assistive technologies where appropriate, and collaborate proactively with Speech and Language Therapists and other professionals. Success will be measured through staff feedback, observations of interactions with learners,</p>

	<p>identified SLCN.</p> <p>Practical Focus: Ensure training emphasises practical strategies, classroom adaptations, and the use of assistive technologies (e.g., visual supports, communication aids).</p> <p>Collaboration Emphasis: Include training elements focusing on effective collaboration with Speech and Language Therapists and other support professionals.</p> <p>Ongoing Support: Establish a post-training platform for staff to share questions, success stories, and seek further guidance on implementing communication strategies.</p>	<p>and improvements in targeted learner communication outcomes. (April 2025)</p>
<p>Ensure key staff members receive Makaton training and a plan is put in place to disseminate this across the staff body</p>	<p>1. Identify Key Staff:</p> <p>Target Roles: Determine which roles would benefit most from Makaton training (e.g., teachers, teaching assistants, lunchroom staff, specific support personnel).</p> <p>Learner Needs: Consider which learners have specific communication needs that Makaton would directly support.</p> <p>Interest & Availability: Survey staff to gauge interest in Makaton training and identify potential trainers within the staff body.</p> <p>2. Secure Makaton Training</p> <p>Training Levels: Research the different levels of Makaton training (introductory</p>	<p>Success will be evident through the increased use of Makaton by key staff to support communication with identified learners, as well as a broader understanding and implementation of basic Makaton signs across the school. This will be demonstrated through observations of staff-learner interactions, the creation of Makaton-friendly resources, participation in refresher training, and positive feedback from staff, learners, and families about improved communication.</p>

	<p>workshops, to more in-depth courses) and choose those that align with staff needs.</p> <p>Training Providers: Locate reputable Makaton trainers, either for on-site delivery or accessible online options.</p> <p>Budget & Scheduling: Obtain approvals for training costs and schedule sessions across the school calendar to accommodate staff.</p> <p>3. Develop Dissemination Plan</p> <p>Phased Rollout: Design a tiered plan for training wider staff, potentially starting with those in key roles.</p> <p>Makaton Champions: Identify trained staff members who can lead introductory workshops and mentor colleagues.</p> <p>Resource Creation: Develop a central repository of Makaton resources (signs, visuals, guides) accessible to all staff.</p> <p>4. Ongoing Support & Expansion</p> <p>Makaton Community: Encourage staff to join online forums or local Makaton groups for ongoing support and learning.</p> <p>Refresher Sessions: Schedule periodic refresher workshops or 'sign of the week' initiatives to maintain skills.</p> <p>Expand Training: Assess the need for additional staff to receive formal training as Makaton use becomes more embedded in the school.</p>	
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