Hampton Court House

Accessibility Plan Policy

Last Updated: April 2026

Next Review: May 2027

Reviewed by THK

Contents

Policy Aims 3

Introduction 3

Background information 3

School demography 3

Site characteristics 4

Staff training 4

Priorities 4

Priority area 1 4

Priority area 2 5

Priority area 3 5

Listed below is our strategy for priorities 1 - 3 years 6

Improving the environment of the school to increase the extent to which disabled people can take advantage of education and associated services. 6

Increasing the extent to which pupils with physical disabilities can participate in the school curriculum. 7

Increasing the accessibility of the school to disadvantaged pupils. 10

Policy Aims

Hampton Court House School is committed to ensuring that admission decisions will be made by a process that is free from any discrimination on the grounds of disability, race, ethnic or national origin, gender, sexual orientation, religion or belief (assuming that, in the case of the latter, the prospective pupil and parents agree to support the ethos of the School as described in the prospectus, website and other literature). The school must also feel reasonably sure that we are able to educate and develop the prospective pupil to the best of their potential and in line with general standards achieved by the pupil's peers, so that there is every chance that the pupil will have a happy, fulfilling and successful school career. These aims must continue to be met throughout the pupil's time at the school.

Our pupils will grow up knowing that all people are of equal worth and to respect and value the difference between people and to celebrate the richness that there is in diversity and inclusion.

We aim to make our physical environment as accessible as is possible within the constraints of our historic building and estate and to create conditions where every member of our school community will get the full benefit of our education and resources. We are fully committed to the active promotion of equality of opportunity for all children, staff and families in the school.

Introduction

The 2010 Equality Act, which encompasses the rights of individuals with disability which extended the Disability Discrimination Act 1995 (DDA) to cover education. This plan sets out the school's proposals to increase access to education for disabled pupils in the three areas required by the planning duties as originally laid out in the DDA and replicated in the 2010 Equality Act:

- 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.

Access arrangements for examinations are covered in the SEND Policy.

The plan will be reviewed annually by the Senior Leadership Team. Resources are constantly being sought by the fundraising mandate for improvements in the areas covered by the plan.

Background information

School demography

There are a number of students with special educational needs (SEND). For information regarding support and reasonable adjustments made for SEND, please refer to the SEND policy.

There are a small number of students with physical disabilities. These disabilities include visual and hearing impairments, and/or medical conditions. The students are all and their known conditions are accounted for on the SEND Register as well the internal database information system.

Staff with disabilities are asked to make this known to their line manager and the Deputy Head of Pastoral Care in order to agree what adjustments may reasonably be made to enable the member of staff to perform their role as well as possible. Deputy Head - Compliance can advise on making adaptations to the work environment.

Site characteristics

The school site is spread out and on many different levels. The main entrance to the school has steps and the side entrance has steps going to the ground floor. These entrances are not accessible by wheelchairs. We had a ramp to assist wheelchairs but found that the elevation was too steep and uncomfortable. However, the theatre entrance is accessible by wheelchairs and this area leads to lavatories with disabled access and the dining room.

There are classrooms and administration offices in the Main Building upstairs, which are not accessible and members of staff come downstairs to meet visitors who are unable to negotiate the stairs. The Little Courtyard which houses our Early Years pupils and staff, as well as year 1 and 2 pupils is wheelchair accessible including a wheelchair accessible lavatory.

Staff training

The teachers have received basic training in supporting pupils with SEND, differentiated teaching etc.

Priorities

The school has set the following priorities for the development of the plan.

Priority area 1

Improving the environment of the school to increase the extent to which disabled people can take advantage of education and associated services.

Our aim (1)

Make all areas of the school site and buildings as accessible as possible to people with physical disabilities. This will have a reasonable and practicable approach.

We will do this by:

a. Improving the quality of external footpaths and hard surfaces to aid access for the mobility-impaired.

b. Providing ramped access to all ground floor areas of our main teaching spaces.

c. Introducing designated disabled parking bays.

d. Improving the provision of disabled toilets within the school site.

e. Improving external lighting, particularly in areas where there are steps or uneven ground.

f. Improving external signage, in particular to indicate appropriate routes for those with limited mobility.

g. Making accessibility a priority in all new building plans and significant building refurbishments or changes of use.

Priority area 2

Increasing the extent to which disabled pupils can participate in the school curriculum.

Our aim (2a)

Enable teachers to support children with physical disabilities or special educational needs.

We will do this by:

a. Appropriate training for teachers and other staff to enable them to support pupils with SEND.

b. Employing additional support staff as required to support children with SEND, as set out in a child's Education and Health Care Plan and in accordance with the SEND Code of Practise, 2015.

c. Providing adequate and appropriate information for families of children with disabilities or special needs to enable them to be fully aware of curriculum activities and provision of school facilities.

d. Taking into account any access issues when planning events, class visits or other tasks.

Our aim (2b)

Provide the resources to make school life easier for all children, parents and staff with disabilities.

We will do this by:

a. Assessing the School's whole provision of information, including signage, literature and subject specific material, and devising a plan for delivery to disabled pupils, as far as this is possible within our usual curriculum, should the need arise.

b. Consulting and training teaching staff.

We will also consider all aspects of the 2010 Equality Act when planning any new buildings or extensions.

Priority area 3

Increasing the accessibility of the school to disadvantaged pupils.

Our aim (3)

Make the school more accessible through establishing a process to provide bursaries, enabling children who would not otherwise be able to afford independent education the chance of a place.

This plan will be reviewed annually by SLT.

Listed below is our strategy for priorities 1 - 3 years

Improving the environment of the school to increase the extent to which disabled people can take advantage of education and associated services.

Target	Strategies	Time- scale	Responsibility	Success Criteria
Increase confidence of all staff in adapting and differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for Neurodiversity, adaptive strategies and recording methods Online learning modules if required	On-going and as required	SENDCO	Raised staff confidence in strategies for adaptation and increased pupil participation
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs Staff access appropriate CPD Online learning modules if required	As required	SENDCO	Raised confidence of support staff
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies involved with child	As required	SENDCO	All staff aware of individuals needs
Use ICT software to support learning	Make sure software is installed where needed	As required	ICT	Wider use of SEN resources in classrooms
All educational visits to be accessible to all students where possible.	Develop guidance for staff on making trips accessible. Ensure each new venue is vetted for appropriateness	As required	Head/SLT	All pupils in school able to access all educational visits and take part in a range of activities Risk Assessments include specificities for SEND and known medical condition(s)

Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports Seek disabled sports people to come into school	As required	Head of Sports	All to have access to PE and be able to excel

Increasing the extent to which pupils with physical disabilities can participate in the school curriculum.

Target	Strategies	Time-scale	Responsibility	Success criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual pupils with SEND as part of the SEND provision when required	As required	SENDCO	Pupil profiles in place for SEND pupils and all staff aware of pupils needs
	Be aware of staff, governors and parents access needs and meet as appropriate	Induction and on- going if required	Senior Vice Principal	All staff and governors feel confident their needs are met
	Through questions and discussions, find out the access needs of parents/carers through newsletter	Annually	Senior Vice Principal	Parents have full access to all school activities
	Consider access needs during recruitment process Ensure staff aware of Environment Access Standard	Recruitment process	Senior Vice Principal	Access issues do not influence recruitment and retention issues
Layout of school to allow access for all pupils to all areas	Consider the needs of disabled pupils, parents/carers or visitors when considering any redesign	As required	HT/ Governors/ Architect	Re-designed buildings are usable by all
Ensure access to reception area to all	Improve access to reception area during any redesign Develop system to allow entry for wheel-chair users	Complete On-going	N/A	Disabled parents/carers/ visitors feel welcome Reception area was redeveloped and corridors widened to ensure better access/egress.
Improve signage and external access for visually impaired people	Yellow strip mark step edges	On going	Senior Vice Principal	Visually impaired people feel safe in school grounds

Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties Develop a system to ensure all staff are aware of their responsibilities	As required Each Sept	SENDCO SENDCO	All disabled pupils and staff working alongside are safe in the event of a fire

Target	Strategies	Time-scale	Responsibility	Success criteria
Ensure accessibility of access to IT equipment	Alternative equipment in place to ensure access to all hardware including hall Liaise with VI/HI on information with regard to the visual impaired and hearing impaired pupils	On-going and as required Software may be required	ICT	Hardware and software available to meet the needs of children as appropriate
Ensure hearing equipment in classrooms to support hearing impaired	Seek support from independent hearing consultant on the appropriate equipment	On-going	Independent hearing consultant	All children in need of equipment have access to it.

Increasing the accessibility of the school to disadvantaged pupils.

Targets	Strategies	Time- scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English School office will support and help parents to access information and complete school forms Ensure the website and all documents accessible via the school website can be accessed by the visually impaired.	During induction On-going Current	KS1/ school office School Office Office/ Website design team	All parents receive information in a form that they can access All parents understand what are the headlines of the school information
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	Office	Excellent communication

Ensure all staff are aware of guidance on accessible formats	Guidance to staff on neurodivergent conditions and accessible information	On-going	SENDCO	Staff produce their own information
Annual review information to be as accessible as possible	Develop child friendly IEP review formats	On-going	SENDCO	Staff more aware of pupils preferred method of communications
Languages other than English to be visible in school	Some welcome signs to be multi-lingual	On-going	Head of Languages	Confidence of parents to access their child's education
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible	As required	SENDCO	Pupils and/or parents feel supported and included
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	Ensure website is fully compliant with requirement for access by person with visual impairment. Ensure Additional Provision Booklet is available via the school website.	On-going	Office Marketing/ Communication Manager	Redeveloped school website has options for Print, Standard and High visibility views. All can access information about the school

Appendix A

Reasonable Adjustments Guidance

Under the Equality Act 2010, schools have a legal duty to make reasonable adjustments to ensure that *disabled pupils are not placed at a substantial disadvantage in comparison to their non-disabled peers. These adjustments are intended to promote equality of access and participation across all aspects of school life. A pupil is considered disabled under the Equality Act 2010 if they have: "A physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities." Many children with SEND fall under this definition. In accordance with this duty, schools are required to take proactive steps to ensure that disabled pupils can:

● Participate fully in the educational curriculum; and

● Access the full range of benefits, facilities, and services provided to all pupils, including extracurricular activities and school trips- Examples of reasonable adjustments may include:

● Modifications to the physical environment (e.g., the installation of ramps or accessible toilet facilities)

● Adaptations to teaching methods or curriculum delivery (e.g., the use of visual aids or differentiated instruction)

● Provision of auxiliary aids and services (e.g., facilitation of: specialist equipment; assistive technology; or additional adult support)

● Adjustments to school policies or practices (e.g., alternative assessment arrangements or flexible behaviour policies) These measures are essential in ensuring that all pupils, regardless of disability, are supported to engage fully and equally in their education.

Reasonable Adjustments

What Is Considered 'Reasonable'? The term "reasonable" is not explicitly defined within legislation. Consequently, there is no definitive line delineating what constitutes a reasonable adjustment. Determining whether an adjustment is reasonable requires an individual assessment based on the specific circumstances of the school or local authority. When considering what constitutes a reasonable adjustment, the following factors are typically considered:

● The extent to which special educational provision is already provided to the disabled pupil under Part 3 of the Children and Families Act 2014

● The resources available to the school and any financial or other assistance accessible

● The financial and practical costs involved in implementing the adjustment

● The likely effectiveness of the proposed adjustment in alleviating the substantial disadvantage experienced by the disabled pupil

● The practicability and feasibility of the adjustment

● The nature and extent of the pupil's disability and its impact on their educational experience Health and safety considerations

● The necessity to uphold academic, musical, sporting, and other standards

● The interests and welfare of other pupils and prospective pupils

Schools are not required to make or finance adjustments that are deemed unreasonable. Furthermore, while the legal duty to make reasonable adjustments applies specifically to disabled pupils, many schools choose to provide comparable support to other pupils with additional needs where appropriate.

Below is a list of adjustments that the school considers reasonable for each area of need. This list is not exhaustive, and we will always assess each pupil's needs on a case-by-case basis.

Area of Need	**Reasonable adjustments**
Cognition and Interaction	● Access to and use of sensory/fiddle toys ● Time out card ● Pupil learning profile ● Access arrangements in exams ● Adjustment to seating in a lesson ● Access to specific 1:1 or small group interventions ● Ear defenders ● Early lunch pass ● Access to SEND Room and Wellbeing Room/quiet space) during unstructured times. ● Pre-warning of fire drills or major announcements - where possible ● Delayed or early movement between lessons ● Adjustments to dress code and footwear ● Adjustments to homework - extensions or reductions ● Access to learning breaks ● Use of a chrome book (sufficient evidence of need will need to be provided) ● Peer mentor / Buddy ● SENDCo/ Key Mentor ● Nurture tutor time ● Support with transitions into school - soft landings- (Pastoral Team, SENDCO) ● Enhanced communication plan agreed with parents - this may include more regular phone calls, adjustments to PLP, Safety Support Plans ● Learning breaks ● Considerations to curriculum load ● Considerations to timetable ● Access to the SEND Room at break and lunch ● SEND support on trips/visits
Social, Emotional and mental health	● Access to the (SEND area) as a safe space including unstructured times of the day ● Reasonable adjustments to behaviour policy ● SENDCo offering 1:1 mentoring support ● Access to 1:1 and group interventions ● Pupil learning profile (PLP) ● Adjustments to seating position in a lesson ● Adjustments to curriculum topics if needed ● Movement breaks ● Soft landing / Nurture form

	● Time out card ● Joint safety planning with parents and external agencies ● Adapted curriculum offer ● Fidget toys ● Access arrangements in exams ● Considerations to curriculum load ● Considerations to timetable ● Jump the queue - break and lunch pass
Cognition and Learning	● SEND Key worker if needed (TA) ● PLP ● Printouts of PowerPoints and worksheets ● Extra time in tasks and assessments ● Deadline extension or reduced homework load or substitute an alternative staff ● Dyslexia friendly font used in lessons/presentations ● Ensure the pupil is not asked to read in front of others ● Use of a laptop and ipad (authorised) ● Use of a reading pen ● Adaptation to seating ● Provide with left/right-handed pens and pencils as appropriate ● Access arrangements in exams ● Use of whiteboard in lessons ● Use of notepad to communicate with adults
Sensory and/or Physical	● SEND keyworker if needed ● Ear defenders / ear loops ● Adjustments to equipment ● Access arrangements in exams ● Adaptation to seating arrangements ● Use of a laptop and ipad (authorised) ● Adjustments to own clothes/ footwear ● Learning breaks / Movement breaks