



HAMILTON SCHOOL

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Purpose of Plan

The Trust motto is “***schools for the community, schools as a community***” as our aim is that every school in our Trust, whilst espousing our values and ethos, and having a core of common policies and procedures, will serve its own community’s needs in a bespoke way and also create a feeling of community within its own school. In that way all the potential and talents of every child and every member of staff will be nurtured.

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

Key Aims

Maiden Erlegh Trust aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind eg:

- total access to our setting’s environment, curriculum, and information and
- full participation in the school community.

Maiden Erlegh Trust is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The Trust supports any available partnerships to develop and implement the plan.

Our complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in one of our schools, this procedure sets out the process for raising these concerns.

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 he or she has a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on his or her 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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

Monitoring arrangements

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary. It will be approved by the Local Transition Board.

Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting students with medical conditions policy

This Plan should read in conjunction with the School Improvement Plan (SIP)

School Context

Hamilton School is a SEMH (Social, Emotional, and Mental Health) Special School in Reading catering for up to 64 students, aged 11-18 who have an Education, Health Care Plans (EHCP). Students currently come from a wide catchment area across Reading, other Berkshire Boroughs as well as some other neighbouring counties.

Hamilton School is currently located in Christchurch Road in a building which does not meet the needs of our school community. In February half term, the school will move to a purpose-built building allowing the school to grow to 96 students on roll.

Accessibility Plan Vision

Hamilton School is accessible to students who are fully mobile, inclusive and has close links to the local community and external provider. The curriculum provides challenging and stimulating learning experiences, with realistic yet high expectations of standards, progress, and achievement for all.

Three key words sum up Hamilton School's vision for accessibility for all:

Opportunity

Hamilton School has the opportunity to develop new skills and develop social and emotional well-being through having choices to take part in a range of activities as part of the enrichment activities such as RAW mentoring, RFC Community football programme, sport & computing.

Access

To ensure students are able to develop as young people, a range of support and care is in place.

Students have the following support:

- Small class sizes which are led by subject specialists and supported by keyworkers/Teaching Assistants/High Level Teaching Assistants/1:1s.
- Full access to the curriculum using scaffolding and differentiation to meet students' individual needs
- Allocated key workers
- Literacy and numeracy support; 'Catch up'
- Educational Psychologist visits
- Massage Therapy
- Access to off-site provision appropriate for their learning outcomes.

Achievement

All students study a broad and balanced curriculum. All students study for Functional skills or GCSEs in English, Maths and Science. Students work towards certificates in other subject areas.

We celebrate achievement in all aspects of learning and share positive experiences. Students who have 100% attendance and/or have received the required amount of points in Snapshot receive certification and rewards.

Access to the Curriculum

We provide a differentiated and personalised curriculum to all our students dependent on their needs, including a mixture of group and 1:1 learning as well as off-site provision. The Hamilton Way provides our students with a clear path to a bright future through our realistically aspirational routes to success:

- Vocational – preparation for work
- Independence – preparation for life
- Academic – preparation for further education

We ensure all students can access activities that we offer and adaptations to activities are made to fulfil this aim. For students to access the curriculum, lessons are differentiated and take account of individual learning needs. Priority is placed on student participation, as independently as is possible. Adults and students are clear about the learning objectives and outcomes of the lesson, class, and individuals. All students follow a programme of study based on the National Curriculum, based adapted to suit their needs and to help meet the outcomes of their EHCP.

All students in year 10 and 11 have access to work experience placements in the area of their chosen career pathway.

Access to Wellbeing services

Our key workers work with students and other agencies to ensure the needs of students are met. Students have access to the School Care Officer, The Designated Safeguarding lead, and the Deputy Designated Safeguarding leads.

Students have access to the Educational Psychologist, literacy, and numeracy support & Massage Therapy. If appropriate, students may access additional well-being services as dictated by their EHCP.

Access to the School Environment

The current school site has challenges in that it is an old building with some terrapin classrooms. The main building has narrow doorways and corridors and many stairs. There are 9 functioning classrooms including some specialist rooms e.g., IT room, Food Technology, Creative Arts & Science. The remaining rooms are standard classrooms.

The current site is not suitable for wheelchair users and is not fit for purpose. Students/staff would not be able to access the building via the front door, toilet facilities or rooms in the upstairs of the main part of the building. If students were temporarily disabled (e.g., on crutches owing to broken leg) we would relocate their classes to the ground floor, but they would still need to navigate one or two steps).

In February Half Term 2022, the school will relocate to a new build which will be fully accessible.

Access to Information

All information issued by the school aims to be user friendly and is shared via newsletters, letters, emails, and other forms of communication.

We encourage parents and professionals to take up the offer of having communications sent to them electronically as a way of reducing our carbon footprint. The school will provide information in alternative formats when required or requested. Not all parents have provided an email address.

ANNEX 1: Increase access to the curriculum – statutory

Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium, and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Our school offers a differentiated and personalised curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Staff have high aspirations and expectations of pupils/students with SEND</p>	<p>To develop bespoke and individualized curriculum to meet the needs of all our students.</p> <p>To ensure the curriculum offers appropriate pathways and next steps.</p> <p>To introduce vocational courses to prepare students for next steps</p> <p>To ensure staff have had adequate training to ensure they can accurately assess and therefore plan to have high aspirations/expectations of students.</p>	<p>Regular review of current curriculum.</p> <p>Future Curriculum intent planned in advance.</p> <p>Annual consultation with students and staff.</p> <p>Access regular CPD opportunities and visit other similar settings.</p> <p>Staff are given time to plan for students with differentiated/individualised curriculum.</p> <p>Auxiliary aids used to ensure that pupils/students with SEND are included in the curriculum when required.</p>	<p>Curriculum Lead/Deputy Head</p> <p>Curriculum Lead/Deputy Head</p> <p>Curriculum Lead/Deputy Head</p> <p>All staff</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Annually</p> <p>Ongoing</p>	<p>Broad and balanced curriculum that meets the needs of all students.</p> <p>Curriculum allows for individual timetables.</p> <p>Curriculum provides challenge and ambition for all students.</p>
<p>Staff communicate with the Curriculum Lead and Exams officer to ensure the application of the correct Exam Concessions with a high success rate at application.</p>	<p>To ensure exam concessions are in place for all students as part of all ongoing</p>	<p>Regular meetings to take place with Exams Officer, Curriculum Lead and Deputy Head to ensure awareness off</p>	<p>Exams Officer Curriculum Lead Deputy Head</p>	<p>Ongoing</p>	<p>Students will have appropriate access arrangements to be able to successfully access examinations.</p>

	<p>assessments and exams</p> <p>To ensure we have a robust baseline testing programmes to ensure no student is left behind.</p>	<p>examinations and Tests.</p> <p>Ensure regular training for staff to ensure they are aware of how to effectively support a student with a concession during an exam</p> <p>A testing spreadsheet to be kept, with data relating to applying for exam concessions on it. Students to be tested upon entry to school and all areas and not just reading and maths.</p>	<p>Exams Officer/Curriculum Lead</p> <p>Deputy Head/Exams Officer.</p>		<p>Staff will feel confident in supporting these students.</p>
<p>Students have access to Curriculum onsite or remotely.</p>	<p>That all staff and students can flip to an online offering instantly.</p>	<p>Ensure students have access to IT.</p> <p>Work available via Google classroom, email or through hardcopy packs.</p>	<p>Curriculum Lead/Business Manager</p> <p>Curriculum Team</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>All students have the ability and knowledge as to how to access work remotely.</p>
<p>All staff including teaching assistant, build positive relationships, support flexibly and facilitating independent learning.</p>	<p>All staff develop learner resilience</p>	<p>All staff work hard to build positive relationships with all students</p>	<p>Curriculum Team</p>	<p>Ongoing</p>	<p>Students engage with learning for longer periods</p>
<p>Cover staff, including supply teachers are clear about the additional needs of students and how to meet these needs.</p>	<p>Information is readily available instantly</p>	<p>New starters to read documentation in Staff Shared drive.</p>	<p>Curriculum Team/SENDCO</p>	<p>Ongoing</p>	<p>Information is accessible for all</p>

ANNEX 2: Access to the physical environment - statutory

Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium, and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>The school is moving to a new building in February 2022 which includes items that enable the needs of students to be met i.e. Ramps, lift, wide corridors, Disabled parking bays, disabled toilets and changing facilities.</p>	<p>To ensure all students can access the separate centre no matter what their need</p>	<p>LA, Hamilton School, MET and architects to work together on new school provision</p> <p>Regularly review the changing needs of our students and make reasonable adjustments accordingly. Making use of Occupational Therapists as required</p>	<p>EHT/Business Manager/MET</p> <p>Assistant Headteacher/ SENDCO</p> <p>Business Manager</p>	<p>Ongoing</p>	<p>The school will be accessible to all and will have the relevant equipment and planning to meet student's needs.</p>

ANNEX 3: Access to information advice and guidance - statutory

Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium, and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Use of electronic communication using text/emails. • Hardcopy information available. • Parents receive communication through letters, texts, and telephone • Face to face meetings/virtual meetings when required. • Use of school website/twitter 	<p>To ensure leaflets, forms and classroom materials are available in different manners, such as large print text, to all that need it</p>	<p>Ensure that items can be translated/use of sign language if needed</p>	<p>All staff</p>	<p>Ongoing</p>	<p>The school will have a range of resources available to meet the variety of needs for our students</p> <p>Systems will be in place to ensure the required items are requested and obtained.</p>
<p>Student timetables are available pictorially.</p>	<p>All students have a pictorial timetable All student timetables are regularly updated and place on the notice board</p>	<p>Admin staff to ensure that timetables are up to date and place on the notice board and sent to parents and students</p>	<p>Sarah Mariani</p>	<p>Ongoing</p>	<p>Timetables on the board</p>

SEN Information Report and Accessibility Plan online and in hard copy (for those families who do not have internet access).	Published on website	Update & review plan as and when required.	SLT	December 2021	Published on website https://www.hamilton-school.co.uk/page/?title=Key+Policies&pid=38
The 'SEND Information, Advice and Support Service' (SENDIASS) and Independent Supporters https://servicesguide.reading.gov.uk/kb5/reading/directory/advice.page?id=zeoPMiXSY6g is promoted.	Ensure leaflets are available for parents and signpost to website	Ensure information is available on school website.	Business Manager	Ongoing	https://servicesguide.reading.gov.uk/kb5/reading/directory/advice.page?id=zeoPMiXSY6g
Do you work with parent/carers and young people to ensure that your website is presented in a family friendly way	The Trust dictates the overall layout of the website. Work could be done to liaise with parents about its content.		Trust/Business Manager		
Review meetings etc are held at times when parents/staff are able to attend.	Parents evenings are held at suitable times	Ensure consultation with staff and parents	SLT	July 2022	Good attendance at Parents Evenings
Students know who they can contact for information, advice and support.	Signpost families without the internet to One Stop Shops and libraries to access information and the Local Offer	Ensure staff are aware of services	All staff	Ongoing	Parents are well informed

ANNEX 4: Ensuring inclusion in the school community

Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium, and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Training is provided to all staff on some specific needs, such as Autism and ADHD and CPD is available through the School Nursing Team and Educational Psychology Service to continue to develop staff knowledge	To ensure staff working with a student with a specific condition have specific bespoke training in conditions that child has – including medical conditions	Training staff have received to be recorded on their training files and looked at when pairing a teacher and student A list of needs and diagnosis's to be kept by SENDCO.	SENDCO/ Business Manager SENDCO	Ongoing and as Required	Improve the educational outcomes of pupils with additional needs, enabling access to a curriculum that suits the student. Staff will have specific skills to work with these students
The school proactively include pupils/students with SEND, and their families, in all enrichment activities	Regularly engage parent's views on enrichment activities Develop after school activities when in the new build	Parents evenings	SLT	Ongoing	Students engage and can access activities.
Where possible students are involved in the recruitment of teaching assistants and other school staff.	Engage the student council in class teacher and leadership roles.	Meet with student council	Executive Headteacher/Business Manager	Ongoing	Students have been involved in the recruitment of certain posts.

Students form school council.	Regular calendared meetings		Scott Versace	Ongoing	Minutes from meetings
Student with financial difficulties are supported to ensure they are able to participate in activities and events.	Up to date information on families is recorded and signposted to appropriate services for support	Key workers to ensure good working relationships with parents to engage in difficult conversations	SENDCO/ Business Manager	Ongoing	Students are able to access regardless of financial situation at home.
Students are provided with a bespoke transition schedule according to their needs.	All students to have Therapeutic Plans to support transition	Summer term work with Year 6 Primary feeder schools	SENDCO	Ongoing	Transition is supported
The school via our School Care officer works to improve attendance.	Weekly meetings Clear attendance action plans	AHT and TJ to meet weekly	Teresa Johnson	Ongoing	Attendance improves
Anti-bullying Policy is clear, and this is reinforced daily.	To participate in the National anti-bullying week. To invite speakers to support delivery of message e.g., Roddy from RAW.	YR to regularly brief staff	Yogan Ramsamy	Ongoing	Reduction in bullying incidents

ANNEX 5: Compliance with the Equality Act

Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium, and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
SEN information is linked to the Local Offer	Published on the website	Annual checks	SLT	September 2021	https://www.hamilton-school.co.uk/attachments/download.asp?file=456&type=pdf
SEN information report is published annually.	Published on the website	Annual checks	SLT	September 2021	https://www.hamilton-school.co.uk/attachments/download.asp?file=456&type=pdf
Staff understand the needs of students and support them individually.	Staff have received training and information regarding all students learning and special educational needs. Information is supplied to all staff in students EHCP's and their individual learning passports	CPD Up to date information recorded in the appropriate place	All staff	September 2021	CPD training received Student passports produced

Inclusive, whole school policies, processes and practices are in place.	Published on the website All staff have access to all policies	Review regularly	SLT	September 2021	https://www.hamilton-school.co.uk/page/?title=Key+Policies&pid=38
The school endeavours to see the young person with SEND first and their disability second.	Daily briefings	Minutes to be taken of daily briefings	SENDCO/All Staff	Ongoing	Therapeutic approach is embedded
Remove or minimise disadvantages suffered by people which are connected to a particular characteristic they have (e.g., pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)	PSMSC curriculum Events to address different characteristics such as Anti Bullying week and Pride	Publish attainment data each academic year showing how pupils with different characteristics are performing Analyse the above data to determine strengths and areas for improvement, implement actions in response and	YR and SV	Ongoing	Reduction in incidents and language that is derogatory

		publish this information Make evidence available identifying improvements for specific groups (e.g., declines in incidents of homophobic or transphobic bullying)			
Take steps to meet the particular needs of people who have a particular characteristic (e.g., enabling Muslim pupils to pray at prescribed times)	Take inclusive steps to ensure all needs are met	Read all information about students, admission meeting with parents and child	Admissions	Ongoing	Students feel that needs are being met.
Promote acceptance, friendship and understanding of a range of religions and cultures through	Ensure this is covered through the Humanities curriculum	Holding assemblies dealing with relevant issues Working with our local	DHT	Ongoing	Curriculum scheme of work QA by the Trust DOSCI

different aspects of our curriculum		community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community			
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