



HAMILTON SCHOOL

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Purpose of Plan

The Trust's values are; be inclusive, aim high and work together; our aim is that every school in our Trust, whilst espousing our values 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 intend, over time, to increase accessibility to the physical environment, the curriculum and written information. 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 pupils/students fairly, equitably and with respect. This involves providing access and opportunities for all without discrimination of any kind e.g.:

- To increase access to the curriculum for pupils/students with a disability: to include teaching and learning, the wider curriculum of the school such as participation in afterschool clubs, leisure and cultural activities or school visits and residential visits.
- To improve and maintain access to the physical environment of the schools to include all building works and contingency planning during the upgrades and developments.
- To improve the delivery of communications and information for disabled pupils/students and their families. The information should consider any disabilities that pupils/students and their families may have and their preferred formats. These will be made available within a reasonable timeframe in response to the needs for total access to the school'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 pupils/students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled pupils/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 School Advisory 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
- SEND policy
- Supporting students with medical conditions policy

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 Bulmershe Road, the school moved to a purpose-built building in February 2022 which will allow the school to grow to 96 students on roll.

ANNEX 1 – Curriculum Accessibility Plan

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 individualised 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>Headteacher/Deputy Head</p> <p>Headteacher/Deputy Head</p> <p>Headteacher/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 assessments and exams</p> <p>To ensure we have a robust baseline testing programmes to ensure no student is left behind.</p>	<p>Regular meetings to take place with Exams Officer, Curriculum Lead and Deputy Head to ensure awareness off 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 SEN Manager Deputy Head</p> <p>Exams Officer/Phase Leader</p> <p>Deputy Head/Exams Officer.</p>	<p>Ongoing</p>	<p>Students will have appropriate access arrangements to be able to successfully access examinations.</p> <p>Staff will feel confident in supporting these students.</p>
<p>Students have access to Curriculum onsite or remotely.</p>	<p>That staff and students can flip to an online offering instantly.</p>	<p>Ensure students have access to IT.</p> <p>Work available via email or through hardcopy packs.</p>	<p>Phase Leader/Business Manager</p> <p>Teaching Staff</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>Teaching & Support Staff</p>	<p>Ongoing</p>	<p>Students engage with learning for longer periods</p>

Cover staff, including supply teachers are clear about the additional needs of students and how to meet these needs.	Information is readily available instantly	New starters to read documentation in Staff Shared drive.	Phase Leaders/SENDCO	Ongoing	Information is accessible for all
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ANNEX 2 - Physical Accessibility Plan

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
The school is accessible to all stakeholder, Ramps, lift, wide corridors, Disabled parking bays, disabled toilets and changing facilities.	To ensure all students can access education and building no matter what their need	Ensure that the school is well maintained and complaint. Regularly review the changing needs of our students and make reasonable adjustments accordingly. Making use of Occupational Therapists if required	Headteacher/Business Manager Assistant Headteacher/ SENDCO Business Manager	Ongoing	The school will be accessible to all and will have the relevant equipment and planning to meet student's needs.

ANNEX 3- Provision of Information Plan

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 boards around the school.</p>	<p>All staff to ensure that timetables are up to date and place on the notice board and sent to parents and students if necessary.</p>	<p>All Staff</p>	<p>Ongoing</p>	<p>Timetables on the board and students accessing</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		Published on website
The 'SEND Information, Advice and Support Service' (SENDIASS) and Independent Supporters is promoted	Ensure leaflets are available for parents and signpost to website	Ensure information is available on school website.	Business Manager	Ongoing	Reading Services Guide – and an area on the website for support.
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	Ongoing	Good attendance from parents
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. School displays shows mental health first aiders are promoted.	Ensure staff are aware of services	All staff	Ongoing	Parents and students are well informed

ANNEX 4 - Preventing and Dealing with Discrimination Plan

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, SENDCO, 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 and lunch activities	Parents evenings Transition Weeks	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	Headteacher/Business Manager	Ongoing	Students have been involved in the recruitment of most 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 All students provided with a meal regardless of FSM status and uniform is provided.	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 plans to support transition	Summer term work with Year 6 Primary feeder schools	Transition Lead	Ongoing	Transition is supported and students settle into school life
The school via our School Care officer works to improve attendance.	Weekly meetings Clear attendance action plans	TJ to meet weekly and provide reports	Teresa Johnson Eve Rixson	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	JN to regularly brief staff	Hayley Millward	Ongoing	Reduction in bullying incidents