



Hill Top Academy

Accessibility Plan

Sept 2025-2028

To chat to us about this plan, please get in touch



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Welcome to our 3 Year Plan for SEND

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1. Introduction

Since 2002, educational institutions have been mandated to develop Accessibility Plans. While common perceptions may limit accessibility to physical modifications such as accessible restrooms and ramps, the scope of accessibility extends significantly beyond structural adaptations. For many students with diverse needs, including those with conditions such as ADHD, true accessibility necessitates the provision of tailored resources and strategic interventions. Examples include the availability of wobble cushions, individualised reward systems, sensory regulation tools (e.g., fiddle toys), opportunities for movement breaks, and the implementation of sensory circuits. These measures can be achieved without extensive structural alterations.

This Accessibility Plan articulates our foundational philosophy, strategic objectives, and the concrete measures we intend to implement to enhance accessibility across our academy. Our comprehensive approach encompasses both physical adjustments and pedagogical and environmental strategies designed to support all members of our community, including both students and adults. It is important to acknowledge that complete barrier removal may not always be feasible. In such instances, our commitment lies in collaboratively devising innovative solutions to mitigate or overcome existing barriers. We invite you to continue reading to learn more about our commitment to fostering an inclusive and accessible environment.

2. Our Goals

Our goals reflect our academies ambitions. They are also based on what parents and children say is important to them.

1 All children have been exposed to a good range of disabled role models (including both milder and more severe needs).	2 There is no bullying of children because of their SEND.	3 Every child leaving our school treats disabled people with respect and dignity, including those with mild disabilities.
10 Attendance of SEND pupils is better than the whole school average.	11. The school will foster a pervasive culture of understanding, acceptance, and celebration of diversity, where all pupils feel valued and belong regardless of their needs.	4 All pupils are given the opportunity to make a positive contribution to the life of the school including extended school opportunities
9 Families of pupils with SEND will feel fully engaged and empowered as active partners in their child's education, regularly contributing to and receiving feedback on their child's progress and support.		5 All pupils with SEND will have clearly defined, ambitious, and regularly reviewed individualised learning pathways that cater to their specific needs and strengths.
8 Pupils with SEND will demonstrate increased self-esteem and confidence in their abilities and contributions.	7 All children with disabilities are offered effective interventions to understand their difficulties as soon as possible (in liaison with parent wishes).	6 Pupils with SEND will develop increasing independence in their learning and daily routines, acquiring essential life skills relevant to their age and future aspirations.

3. Our Plan

What's in our plan?

Our plan in three parts:

- Our children's learning
- Our classrooms and buildings
- What we write

What's not in our plan?

The Accessibility Plan focuses on making things "better" rather than just maintaining existing improvements. For instance, repainting steps for safety isn't included because it's maintenance. However, renewing autism training is included because it enhances staff skills and ultimately improves life for SEND pupils. The guiding principle for inclusion in the plan is whether an action will result in a better outcome by the end of the three-year plan compared to its start.

A note on terms used

- SENDCo = Special Educational Needs & Disabilities Co-ordinator
- SBM = School Business Manager

Our pupils' Learning

This means what and how we teach children, including in their class, small groups or 1:1 work. It's our biggest section.

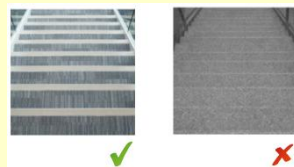
When & Who	Target	Comments
Termly through assemblies and Curriculum links throughout the year SLT to oversee and ensure representation across the curriculum. Class teachers to integrate role models into lessons.	All children have been exposed to a good range of disabled role models (including both milder and more severe needs).	Assemblies to take place to promote this. Opportunities within the curriculum to look at the achievements of those with disabilities. Opportunity for those with disabilities to share their story (if they would like to) to again promote themselves as a disabled role model. Audit resources and curriculum provision
Ongoing. SLT/Pastoral All staff to implement restorative approaches.	There is no bullying of children because of their SEND.	Staff training in restorative questions when children have picked on or been unkind to a peer with SEND. All allegations will be investigated
Curriculum opportunities planned and embedded across the year. Assemblies termly. Class teachers to embed opportunities into lessons.	Every child leaving our school treats disabled people with respect and dignity, including those with mild disabilities.	Opportunities within the curriculum to look at the achievements of those with disabilities. Opportunity for those with disabilities to share their story (if they would like to) to again promote themselves as a disabled role model. Audit resources and curriculum provision
Termly monitoring of pupil leadership groups and extended schools' registers. Risk assessments completed prior to any new activity. SLT/ SENCo to check inclusion of pupils with SEND. Class teachers/club leaders	Ensure that all pupils are given the opportunity to make a positive contribution to the life of the school including extended school opportunities.	Monitor representation in pupil leadership groups. Monitor extended schools' registers Audit sustainability of activities. Complete any necessary risk assessments

Termly pupil progress meetings. Assessment and data analysis at the end of each term. SEND plan review meetings three per year. Annual SEND impact report to governors Class teachers to provide data and input. SENDCo to lead data analysis, oversee SEND plan reviews, and prepare impact report. SLT to review outcomes and implement actions. Parents involved during review meetings.	Monitor and analyse the attainment of pupils with SEND and act upon trends and patterns within the data.	Pupil progress meetings Assessment for learning Scrutiny of resources/provision Analysis of data SEND plan do review meetings Liaison with parents SEND impact report shared with governors
Ongoing throughout the year. Termly review of Welcomm/ Neli outcomes and phonics intervention progress. Oracy/drama opportunities planned at least once per term. Kagan approach monitored termly. Reception and KS1 teachers to deliver Welcomm, Neli, phonics, and oracy/drama opportunities. SENDCo to oversee interventions and monitor progress. SLT to monitor implementation of Kagan approach.	All children leave Y2 with a receptive and expressive language level of at least 6 years and 11 months.	Welcomm in F1 and Welcomm and Neli interventions in F1 and F2. Phonics intervention to continue into KS2 for those who need it. Drama/oracy opportunities regularly planned for. Continue to ensure that Kagan approach is used effectively throughout school.
Interventions implemented and monitored continuously throughout the year. Groupings reviewed termly based on formative assessment. Intervention leads to deliver and monitor interventions. Class teachers to provide feedback on pupil progress. SENDCo to oversee overall effectiveness and liaise with parents regarding interventions.	All children with disabilities are offered effective interventions to understand their difficulties (in liaison with parent wishes).	Interventions implemented across school. Interventions regularly monitored by intervention leads. Changes made to groups based on formative assessment.
Twice yearly. SENCo to plan and co-produce sessions with staff and parents. Class teachers to support communication with families. SLT to oversee and ensure sessions meet parent needs.	Our twice-yearly parent sessions are co-produced and enhance the level of SEND know-how in our families	Parent sessions to take place twice yearly. All parents of children on the SEND register invited.

Ongoing throughout the year. Staff training scheduled at least annually or as needed. Interventions monitored termly. Class teachers to differentiate activities and use ICT/resources effectively. SENCo to liaise with professional agencies, source equipment, and oversee interventions. SLT to ensure staff training and monitor curriculum access.	Ensure full access to the curriculum for all. Engaging with professional agencies to provide support and advice for working with children with additional needs.	Ensure activities and resources are differentiated. Audit use of interactive and ICT equipment. Ensure specific equipment is sourced from occupational therapy and specialist agencies if needed. Staff trained to support children with SEND effectively within the classroom. Intervention programmes implemented to target specific gaps in learning for identified pupils including those with SEND.
Attendance monitored weekly. Termly review of trends and interventions. Ongoing support for persistent absentees (PAs). Attendance officer/office staff to track and report attendance. Pastoral Manager to liaise with families and coordinate support. SLT to oversee interventions and ensure attendance targets are met.	Attendance of SEND pupils to be in line with school average.	Attendance closely monitored and intervention takes place when negative trends identified. PAs identified and worked alongside this year. Support for parents who are finding it difficult to get their children into school.

Our Classrooms and Buildings

When & Who	Target	Comments
Assessment to be arranged and completed each year. Review of recommendations to take place in the following term. Site manager/SLT to arrange and facilitate the assessment. SENDCo to provide input regarding specific SEND needs. Governors/SLT to review recommendations and plan any necessary actions.	We will obtain a professional assessment for acoustic performance around the school.	This would have a particular focus on both halls, KS2 shared area and Foundation Stage area.
Review to take place each year. Updated materials implemented immediately after review. Health & Safety Lead/Site Manager to lead review. SENCo to advise on communication-friendly adaptations. Class teachers to support	We will review fire evacuation information in the building to ensure that it is communication friendly.	The information should be easy to access for emerging-readers to access.

implementation and ensure pupils can access the information.		
Portable ramp to be sourced and installed within 3 years. Regular checks to ensure safety and accessibility. Site Manager/SLT to source, install, and maintain the ramp. SENDCo to advise on accessibility requirements. Class teachers to ensure pupils and visitors are aware of accessible routes.	We will make the Y6 classrooms accessible via a portable ramp. If a new/existing pupil needs this, we will act on this sooner.	FS, KS1 and Y3-5 can all be accessed by people who need flat level access. Our Y6 classrooms are not currently accessible via flat level.
When repair or renovation work is scheduled, or sooner if a pupil requires it. Ongoing monitoring of steps for safety and accessibility. Site Manager/SLT to implement contrasting nosing during repairs/renovations. SENDCo to advise on accessibility needs for individual pupils	When the need for repair / renovation arises, we will have contrasting colour nosing. If a new/existing pupil needs this, we will act on this sooner.	Steps that have a different colour to mark the edge are safer and more accessible for people with vision or physical difficulties. We may not do this in three years, but by adding it here, it shows our plan to do it either as the need arises or as soon as we next work on the building internal steps. 

Our Written Information

When & Who	Target	Comments
Review to take place. Adjustments implemented immediately after discussion and monitored throughout the year. SENDCo/SLT to discuss and provide guidance. Class teachers to implement any agreed changes to displays.	We will revisit our approach to display so that it balances inspiration with the right levels of stimulation.	SENDCo will table this at a senior leadership team meeting so that it can be discussed and this can then be fed back to staff to sustain or tweak practice.
Implement immediately and review effectiveness termly. Adjust layout as needed based on parent feedback. Office/admin team to add subheadings to newsletters. Class teachers to provide clear paragraph headings where needed. SENDCo to advise on readability and accessibility for parents.	We will include subheadings in any newsletters so it is clear which class(es) each paragraph relates to.	The newsletter has a very predictable layout. This step enables parents who find reading harder to skip sections to find the parts that matter to their child, e.g. “Y4 The Conisborough Trip is on 4th May...” Where there is not enough space for subheadings, we will state the target group at the start of the sentence, e.g: <i>“Y4, Y5 and Y6 children have been invited to Oaks Cross Country Club”</i>
Signage to be updated by the end of each term. Review visibility and clarity termly. Office/admin team to produce and display signage. Family Worker to provide contact details and support. SENDCo/SLT to oversee clarity and accessibility of messages.	We will update signage (in reception, school notice board, FS classroom entrance) so that we are clearer that parents who, for example, feel overwhelmed can ask for help.	Signage will say “School Forms giving you a headache?  Please come to reception if you are stuck or struggling. We'll do our best to lend a hand. Heath Forms giving you a head ache?  Please get in touch with our Family Worker, Rebecca Bewick, if you are stuck or struggling. She'll do her best to lend a hand. Contact her via reception or email: r.bewick@elp.org.uk

Training to be delivered when necessary. Refresher or update sessions annually or as needed. SENCo to design and deliver training. Office manager/SLT to ensure all office staff attend. IT lead to provide technical support and guidance on accessibility tools.	We will provide staff briefing/training on accessibility to office staff.	Staff awareness of access issues enhances the accessibility of written information from the office. Training would include: • The Flesch Kincaid scale • Tools for converting pdfs • Alt text • Signalling headings • Sans & Serifs • Dyslexia friendly approaches • How adults with literacy difficulties might complete forms via speech to text and text to speech • White space • How screen readers work • VI friendly fonts • How to MLP This means that the base level of accessibility is improved and that staff are well placed to respond very quickly to requests for accessible formats.
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4. How do we monitor this Plan?

Our SENDCo will review this plan every July

This means:

- Re-reading the plan.
- Making updates if needed.
- Chasing colleagues if targets need further work to get them complete.
- Reminding colleagues what they need to do this year.

The SENDCo then puts the updated plan onto our website.

The updated plan can help our SENDCo to write the next year's SEND development plan. This plan and the SEND development plan will not ever match perfectly but they will overlap.

Asking People

We would ask about this plan in our annual survey of parents, but we know that not every parent wants to read it. So we will ask questions that help us plan the next steps, e.g: *"If you had a magic wand, what one thing would you change about our SEND provision?"*

We will also ask this question when getting children's views for review meetings once a year.

This gives us lots of small bits of information that help us reflect on successes and plan our next steps.

Our Governors

Our Governors agree that the principal can approve the plan. It doesn't need to be given to governors to approve. However, the SEND governors will monitor the plan by visiting school each year in the summer term. They will focus on:

- In Year 1 of the plan: Our classrooms and buildings
- In Year 2 of the plan: The curriculum
- In Year 3 of the plan: Written Resources

At the end of the 3 years, the SENDCo will report to governors on how successful we have been. We have set some really big goals. Some of our goals might even be too big. But let's try our best to reach them – because they are things that matter to the lives of people, both young and old.

5. Extra Info

Disability vs SEN?

Whilst Accessibility Plans are intended to mainly to improve things for those with disabilities, we go beyond that and include access for all children and adults with SEN as well as disabilities.

In schools,

- A pupil with SEN normally means a person needs SEN provision to meet their needs, for example:
 - Dyslexia
 - Language delay
 - Anxiety
- Disability means a person has a long term condition that has a substantial impact on their daily life, for example:
 - Autism
 - Downs Syndrome
 - Cerebral palsy

Most conditions that can be SEN can also be disabilities. It depends on how severe the condition is. We recognise that some people don't consider themselves disabled, but take a view that it is the world around them that disables them, rather than their condition. This is sometimes called the "social model of disability".

Our plan simply wants to improve lives of children and adults with SEND regardless of:

- whether someone's needs are classed as "SEN" or "disabled" and
- whether it is their disability or the world that disables them.

Our Accessibility Plan vs our Policy

Our plan covers both our plan and policy. We put both in the same place and call it our plan so it is clear that it is about **what we will do**.

Staff with SEND

The school also has duties towards disabled staff. We will:

- Monitor recruitment procedures to ensure that disabled people have equal opportunities.
- Make reasonable adjustments so that staff can fully access the workplace.