

Highgate Hill House School Accessibility Plan

This action plan sets out the aims of our Accessibility Policy in accordance with the Equality Act 2010.

Aim	Current Good Practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria
<p>To improve access to the curriculum for all learners, according to their individual needs</p>	<p>HHHS offers a differentiated curriculum underpinned by the learner's EHC Plan.</p> <p>Classes are small in size and with enhanced adult support</p> <p>We use a wide range of resources tailored to the needs of learners.</p> <p>Curriculum progress is tracked for all learners.</p> <p>Smart Targets that are meaningful and achievable are set for each learner in their Individual Education Plans.</p>	<p>Learners can access and succeed in a curriculum that is adapted, meaningful and challenging promoting independence and engagement.</p> <p>Ensure Planning is effective and meet learners' needs.</p> <p>Ensure Individual Education Plans (IEPs) are relevant and up to date.</p>	<p>Review schemes of work/ lesson plans.</p> <p>Review IEP's every term.</p> <p>CPD for staff.</p> <p>SLT carryout termly work scrutiny and action improvements where required.</p> <p>Review Feedback and Marking policy.</p> <p>Social interaction, communication and emotional regulation need to be recorded more efficiently to give a holistic view of the learners.</p>	<p>Principal</p> <p>Assistant Principals</p> <p>School Finance and Business Administrator</p> <p>SENCO</p> <p>Teachers</p> <p>LSA's</p>	<p>January 2026</p>	<p>The review will inform requirements needed and progress made.</p> <p>This will inform future plans. (SIP) and school self-evaluation (SEF)</p>

	<p>Learners Profiles detail each individual learner's support strategies and required adaptations.</p> <p>The curriculum is reviewed to ensure it meets the needs of all learners.</p> <p>EHCP's are reviewed in collaboration with families and where required, specialists.</p> <p>Visual timetables, task boards, now and next boards are used where needed to help support understanding and sequencing</p> <p>Learner voice via student council and surveys and parent surveys are used as tools to gather feelings about the school and learners progress</p> <p>Worry box relaunched</p>	<p>Ensure tracking and assessment systems are effective.</p> <p>Ensure appropriate resources are accessible and available for use.</p>				
<p>To improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of learners, as required.</p> <p>Environments are low stimulation with calm colours and a clear layout</p>	<p>A physical environment that is proactively inclusive and ensure safety and independence.</p> <p>Whole site Risk Assessment.</p>	<p>Site Manager/Health & Safety lead to with teachers to complete risk assessments.</p> <p>These are scrutinised by Principal and approved by</p>	<p>Principal Assistant Principals School Finance and Business Administrator</p>	<p>Everything in place by July 2026</p>	<p>The review will inform requirements needed and progress made.</p> <p>This will inform future plans. (SIP) and</p>

	<p>Amount of whole school displays has been stripped back</p> <p>An accessible toilet.</p> <p>Desks of differing heights</p> <p>Chairs of differing heights.</p> <p>Wobble cushions and wobble stools for the learners that require this – as advised by the OT</p> <p>Sensory room and sensory resources.</p> <p>Quiet spaces in the Library and Therapy room.</p> <p>Overlays, Core Boards, Indoor signage Pull Up bars, Weighted blankets, Overlays, Bands on chairs as required to help learner's regulate their sensory needs and aid with communication and learning.</p> <p>Input from our OT and SALT for suitable environments.</p> <p>Fobs are on all external doors so the school building is a safe place for learners to move around.</p> <p>The outdoor play equipment has a non-slip surface</p>	<p>Risk Assessments (RA) meet accessibility needs of individual learners.</p> <p>The school is maintained to a high standard.</p> <p>Internal and external audits in place.</p> <p>Regular H& S walks take place during the school week.</p>	<p>Compliance Manager.</p> <p>Risk Assessment policy.</p> <p>Risk Assessments must be adhered to by all. Staff training is provided, Evolve to be used from September 2025</p> <p>Health & Safety process in place. (Fault Fixers) to ensure site is maintained.</p> <p>Capex funding plans are active.</p> <p>Noise dampening in the dining hall and throughout the school to be explored</p> <p>Decorating of the school to enhance the aesthetics of the environment is planned</p>	<p>Compliance Manager</p> <p>Site Manager and H&S lead</p> <p>Teachers</p> <p>LSA's</p>		<p>school self-evaluation (SEF)</p>
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	Sensory Trail equipment planned and budgeted					
To improve the delivery of information to learners	<p>Highgate Hill House School uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> • External and Internal signage • Sign language e.g., Makaton • Pictorial or symbolic representations e.g., Widget • Core boards as required • Choice boards as required • Social stories and comic book stories are used • Zones of regulation are used to help learners communicate their emotions and • Learner Profiles updated regularly and followed by all staff incorporate the best way to communicate with the learner • Website information • Telephone • Toolkits to regulate • Email • Teams/ zoom 	<p>To ensure information is shared in an inclusive way which can be understood by all</p> <p>Learners will access and understand curriculum content</p> <p>Learners will be able to follow instructions independently</p> <p>Learners will be able to participate fully in learning and social activities</p>	<p>Review and update website</p> <p>Ensure policies are available in various forms as requested.</p> <p>Adapt language to meet needs.</p> <p>Use translators or translator IT systems, as required.</p> <p>Ensure effective IT systems are in place.</p> <p>Makaton training to continue throughout school and updated for those already qualified to Level 2.</p> <p>Provide and use appropriate signs and Symbols such as Widget</p> <p>Send emails which are clear and concise avoiding acronyms and ambiguous language.</p> <p>Ensure information shared with parents</p>	<p>Principal</p> <p>Assistant Principals</p> <p>School Finance and Business Administrator</p> <p>Teachers</p> <p>LSA's</p>	<p>March 2026</p> <p>(Makaton refreshers updated).</p> <p>July 2026 for surveys as planned in the year</p>	<p>The review will inform requirements needed and progress made.</p> <p>This will inform future plans. (SIP) and school self-evaluation (SEF)</p>

	<ul style="list-style-type: none"> • Face to face conversations • Parent/ carer group meetings. • Classroom Dojo to share learning experiences and for communication with parents • Newsletters are completed on SWAY and can be read aloud • Parents are invited to open days/sport days/talent shows/ community events • Surveys for learners/student council and parent surveys are used as a tool to communicate feelings about communication • Interactive whiteboards are used in every class • Staff have been trained in Autism & PDA strategies. Staff are using Trauma Informed terminology when connecting with learners • Accessibility tool added to the HHHS website 		<p>avoids acronyms and ambiguous language</p> <p>Use Teams and Zoom appropriately. E.g. introductions, agenda, hands up button, mute when not speaking, script option, recording as appropriate, minutes of meetings.</p> <p>Working towards a Total communication approach in school</p> <p>Speech & Language therapist expert advice.</p> <p>Staff are continuing the Paul Dix and TIS training</p>			
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Monitoring and Review

- Reviewed by: Principal and Senior Leadership Team.
- Frequency: Annually (with mid-year progress checks).



- Stakeholder Involvement: Learners, parents, staff, and School Community Board.
- Evaluation Methods: Surveys, learner progress data, classroom observations, feedback from families.