



Accessibility Plan

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An academy within:



“Learning together, to be the best we can be”



1. Aims

1.1. We have a requirement under the Equality Act 2010, to have an accessibility plan and the purpose of this plan is to:

- Increase the extent to which disabled people can participate in the curriculum.
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled pupils.

1.2. At Hilltop School we aim to treat all our pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

1.3. Our school's principles and values which relate to equality and inclusion are:

Hilltop School Core Values

1.4. Our core values are the make-up of our ethos and culture and what we as adults endeavour to model and instill amongst our children and young people and go hand in hand with our curriculum intent.

1.5. All staff at Hilltop School believe in the importance of **TEAM WORK** in supporting our young people and each other.

1.6. Children and young people at Hilltop School are treated with the utmost **CARE** and **EMPATHY**

1.7. We strive to enable our students to be as **INDEPENDENT** as they possibly can be.

1.8. All staff at Hilltop School are **CHILD CENTRED** and treat every child and young person as an individual.

1.9. We want every child and young person to feel **VALUED** and **HAPPY** during their time at Hilltop School.

1.10. Our Values:

- Should apply equally to pupils, to our staff and to how we treat people outside our organisation
- Should be reflected in how we recruit, reward and manage staff
- Should be part of how we are held to account by our Trust Board and our Academy Council.



- 1.11. We are committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. In addition, the school supports any available partnerships to develop and implement this plan.
- 1.12. We have included a range of stakeholders in the development of this accessibility plan including pupils, parents, staff and governors.

2. Legislation And Guidance

- 2.1. This plan 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. This defines an individual as disabled if they have a physical or mental impairment that has a "substantial" and "long term" adverse effect on their ability to undertake normal day to day activities.
- 2.2. The Equality Act 2010 defines disability as a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. "Long-term" generally means lasting, or likely to last, 12 months or more, and "substantial" means more than minor or trivial. This can include sensory impairments and long-term medical conditions. The school recognises that not all disabled pupils have SEND and not all pupils with SEND are disabled under the Equality Act 2010.
- 2.3. We are required to make "reasonable adjustments" for pupils with disabilities, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, provision of an auxiliary aid or adjustments to premises.
- 2.4. This plan complies with the funding agreement and articles of association.

3. Action Plan

- 3.1. The action plan at Appendix A sets out the aims of our accessibility plan in accordance with the Equality Act 2010.



4. Digital Accessibility Commitment

4.1. As part of our ongoing efforts to ensure inclusivity, Hilltop School is committed to making all digital content accessible in accordance with the Web Content Accessibility Guidelines (WCAG) 2.2, Level AA standard. This includes our website, online learning platforms, and digital communications.

4.2. We aim to ensure that:

- All users, including those with visual, auditory, cognitive, or motor impairments, can access and navigate our digital resources independently.
- Content is presented in clear, readable formats with alternative text for images, accessible navigation, and compatibility with screen readers and assistive technologies.
- Regular accessibility audits and user feedback inform updates and improvements to our digital platforms.

4.3. This commitment aligns with the Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations 2018. We will continue to monitor and improve digital accessibility to meet the evolving needs of our school community.

4.4. Non-digital information will also be made available, where appropriate, in alternative formats to ensure accessibility.

5. Links With Other Policies

5.1. This plan is linked with the following policies and documents:

- Nexus Single Equalities Policy
- SEND Annual Statement
- Health and Safety Policy
- Supporting Pupils with Medical Needs Policy



Appendix A – Action Plan

Aim	Current Good Practice	Objectives	Action To Be Taken	Person Responsible	Completion Date	Success Criteria
Increase access to the curriculum for pupils with a disability	We provide a differentiated and personalised curriculum which is based National Curriculum and each students' personal learning profiles based on their Education and Health Care Plan.	As part of the SIP the Curriculum continues to be embedded across school	Practice development observations and Learning Walks as part of the termly core business cycle. Monitoring of EHCP's and provision in place.	SLT	Termly review cycle	Termly data drops to indicate that the percentage of individual academic targets being met or exceeded increases throughout the year.
	The school has access to a regular NHS Physio, occupational and speech & language therapists who have particular key learners on their caseload. The school also has access to specialist school nursing service who ensure learners are able to access school and support their physical health.	As part of the Therapeutic provision, students' physical and sensory needs and targets are met through collaboration with Health professionals	Practice development observations and Learning Walks as part of the termly core business cycle	SLT and ELT	Termly review cycle	Termly data drops to indicate that the percentage of individual therapeutic targets being met or exceeded increases throughout the year.
	All classes use Zones of Regulation practice and support students to understand and manage their emotions.	All classes engage in Zones of Regulation practice	SEMH team to monitor	SEMH curriculum lead	Termly review cycle	Behaviour Support Plans and data on CPOMS/ Behaviour smart to indicate that the incidents of crisis and emotional



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	We continue to seek and follow the advice of Nexus MAT school improvement team, such as specialist teacher advisers Executive Leads We continue to personalise learning for our students which opens up access to their own learning in the most accessible way individually. We continue to offer a range of therapies which help our students to engage in learning and make continued progress.	Support and Challenge Reviews conducted half termly by Nexus Mat School Improvement Team All students have individual Learning Profiles and termly targets are set to reflect their Individual needs and capabilities Staff receive regular CPD in order to offer a range of specialised and individual therapies throughout the week in response to need and professionals' advice.	Develop a yearly calendar of review with the Improvement Team to address and focus on identified SIP/SEF priorities Practice development observations and Learning Walks as part of the termly core business cycle Therapeutic provision includes Sensory Integration Rebound Therapy Swim advised by physio' or swim programmes as advised by the swim teacher, Forest School, Sensory Massage, Music Therapy	SLT EAP SLT	Half termly reviews Termly review cycle Half termly reviews Pupil Progress meeting	distress reduces over time as a result of the interventions. QA of the schools SIP and SEF in all areas of the Ofsted Inspection Framework. Termly data drops to indicate that the percentage of individual therapeutic targets being met or exceeded increases throughout the year. Termly data drops to indicate that the percentage of individual therapeutic targets being met or exceeded increases throughout the year.
Improve and maintain access to the physical environment	The building has been adapted to suit learners with mobility difficulties. The outdoor area is also	We are a single storey building which provides wheelchair	Yorkshire Big Build will support with reconfiguring space at Hilltop to make it more useable and fit for purpose.	SLT Office Manager DH	By end of academic year 2025-2026 (May go into the academic year of 2026-2027 due to delays)	Better use of space within school.



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	fully accessible and grounds maintained so that they can be used as outdoor classrooms, weather permitting. The school takes account of the needs of learners and visitors with physical difficulties and sensory impairments when planning and undertaking improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and accessible facilities and fitting. Our school is built on a sloping site and this makes access for our wheelchair users and	accessibility to all areas of the school. Lack of space continues to be a major issue at Hilltop but we are creative with our use of space to maximise student access. Prior to any improvement work undertaken at school the Health and Safety team meet to quotes being obtained to fully plan out how the building can meet the specific needs of the students – accessibility, hoists, sensory space, air con Total accessibility for all our students regardless of	Regular meetings and communication will take place with the Yorkshire Children's Charity regarding the big build. Health and Safety meetings and walk rounds to ascertain	SLT SLT DH	By end of academic year 2025-2026 (May go into the academic year of 2026-2027 due to delays) Half termly H&S review meetings	Work at Hilltop will be complete. Full accessibility



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	those with mobility issues more difficult. We have ramps outside and all our play areas are accessible. We have clear symbolic signs and 'speaking' switches on all classrooms and key rooms.	physical or sensory need All students are able to navigate around school regardless of communication barriers.	the condition of the site and highlight any issues to be dealt with. Communications team feed into staff training	MO (Communication Lead) LM	Termly communication CPD	Immersive communication strategies clearly evident around school
Improve the delivery of information to pupils with a disability	All information issued by the school aims to be user friendly. Newsletters incorporate photographs. Makaton signing and symbols are used throughout the school to support the pupils/students' communication, reading and understanding	That the school is a communication rich environment. The development of speech is also supported by the use of symbol, sign and communication aids throughout school.	Communication team deliver training to all staff regarding the use of sign supported language, Makaton, Signs and symbols, AAC.	MO LM DH	Termly staff training	Improved percentage of Communication and Interaction targets being met or exceeded by students



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	Hilltop School fulfils its duties Under section 78 of the Education Act (2002) which requires schools, as part of a broad and balanced curriculum, to promote the spiritual, moral, cultural, mental and physical development of pupils/students at the school and of society. The school promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Whilst English is the primary language used in the school's written and spoken information, where pupils/students and/or parents/carers are English speakers as an additional language, we will do	The formal PSHE curriculum as well as numerous celebratory and community engagement events develops student's awareness of the differences and similarities between the diverse members of society All parents and families are fully informed of their child's involvement at Hilltop School regardless of first language understood.	Continue to offer a wide range of events throughout the year. Use of Google translate for all home school communication as well as the employment of translators at Annual Review and other meetings	JP SLT Individual class Teams Admin team	Timetable of engagement events throughout the year – ongoing. Throughout the year to meet the needs of the calendar of parent carer events and Annual Reviews.	Termly data drops to indicate that the percentage of individual social and emotional targets being met or exceeded increases throughout the year. Increased parental engagement



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	all we can to achieve accessibility. Speaking and writing in English is a central means of achieving integration into British society and the school therefore will ensure that any and all reasonable adjustments made are done so with a view to achieving inclusiveness of pupils/students and parents/carers and helping to build confidence and understanding in the use of English					