



St Hilary's School

ACCESSIBILITY PLAN 2023 - 2026 (including Policy)

ETHOS AND AIMS OF ST HILARY'S SCHOOL

St Hilary's School aims to offer the highest quality of teaching and learning in pursuit of academic and personal excellence. We have high expectations of all our pupils and we strive to ensure that each and every pupil can take part in the whole school curriculum. We appreciate the contribution that pupils with SEND can bring to school life. St Hilary's School strives to be a fully inclusive and welcoming school and therefore aims that each pupil and member of staff can participate fully in the life of the School.

A child, young person or adult is disabled if they have a physical or mental impairment which has a substantial and long-term effect on their ability to carry out normal day-to-day activities, as defined in the Equality Act, 2010. St Hilary's is fully committed to ensuring that the application of this policy is non-discriminatory in line with the Equality Act (2010). This policy applies to all members of the School community, including those in our EYFS setting regardless of race, sex, ethnicity, religion or belief, cultural or linguistic background, sexual orientation, gender reassignment, or disability and St Hilary's School seeks to implement this policy through adherence to the procedures set out in this document.

Our Admission Policy, available on the School's website, seeks to remove barriers to entry to our School for pupils with SEND. We strive to be fully inclusive and welcoming and this is reflected in our Mission Statement and the School's Values. Our School is dedicated to preparing our children for their adult life

beyond formal education. We actively promote democracy, the rule of the law, individual liberty and mutual respect of those with different faiths and beliefs. These are fundamental British Values which underpin all that we offer, as does our School Motto 'Not for oneself but for all.'

We regularly review and take steps to improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of the education and associated services offered by the school. We provide written information to pupils with SEND in ways that are user friendly and fully support the pupils in the learning experience. Where a pupil has an Education, Health and Care Plan (EHCP) we work closely with the Local Authority and other external agencies, acting upon advice given, to follow the procedures including the Annual Review.

Our staff regularly reviews their teaching strategies to ensure that any potential barriers to learning and participation by disabled pupils are removed or reasonable adjustments made. We support our teaching and non-teaching staff with a programme of training to raise their awareness of disabilities and to enable them to minimise any potential difficulties or barriers for pupils. We promote the use of language that does not offend amongst both our staff and pupils and ensure that, wherever possible, positive examples of disability are portrayed in teaching materials.

CONTEXT

As at 01 September 2026, St Hilary's School has 3 pupils with an EHCP. There are 35 pupils (including 3 in EYFS) that the School has identified as having SEND and 18 pupils (including 4 in EYFS) who have English as Additional Language (EAL). Pupils with SSPs or pupil profile documents are monitored on a regular basis and targets are reviewed termly.

We have 9 pupils with medical disabilities including 1 pupil with auditory difficulties; 1 child with Juvenile Arthritis autoimmune disease; 7 children with auto-injectors; 16 food allergies; 1 Vegan; 7 pescatarians/vegetarians; 10 children are asthmatic; 3 children are allergic to Penicillin. We have 1 member of staff who is epileptic, 1 member of staff has an auto-injector and 4 members of staff are asthmatic. All these pupils and staff are fully integrated into all aspects of school life.

We take a fully inclusive approach to our staff recruitment and appoint the best person based on their skill set and qualifications and regardless of any disability he / she may have. We actively implement the School's Equality, Diversity and Inclusion Policy for staff in the day-to-day management of St Hilary's School. All staff are provided with the necessary support for their roles and we regularly review their needs to ensure they are being met. Respect for confidentiality is given the utmost importance.

For Governors with disabilities, adjustments would be made to ensure that individuals could travel to and from meetings and have access to all the necessary information and equipment to enable her / him to fully and actively undertake their role. At the current time we have no Governors with SEND.

The School's Accessibility Plan (2023 to 2026) is set out below and is a written action plan with targets. The School may need to allocate extra resources for the implementation of the plan. The Governors and Senior Leadership Team, regularly review the funding needed for any actions on the plan. The Plan will be reviewed annually by the Education and Welfare Committee and will then be ratified by the Full Governing Board.

The Education and Welfare Governors Committee reviews the School's Policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled. The Education and Welfare Governors Committee makes recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future. The Education and Welfare Governors Committee contributes to the School's SEND Policy, the Accessibility Plan and reviews such plans and policies as necessary and at least annually. As part of the internal function of the Senior Leadership of the School and the Governing Body, we regularly review our provision for pupils, parents, staff and governors with special needs and or disabilities. The results of the School's monitoring have informed our Accessibility Plan.

The School will revise the Accessibility Plan if legislation changes.

St Hilary's School, in accordance with the Equality, Diversity and Inclusion Policy, will take into account any pupils' and staff disabilities and any preferences expressed by them or their parent / carers.

The following have been considered when developing and reviewing the Accessibility Plan:

- Admissions Policy and Procedures
- Exclusions Policy
- Teaching and Learning Policy
- Extra-Curricular Activities
- Governor Representation
- Physical School Environment
- Selection and Recruitment of Staff
- Sporting Education and Activities

- Staff CPD
- Health and Safety

The School has reviewed the provision for pupils with SEND and the views of teaching and non-teaching staff, pupils and parents have helped to develop the understanding in the School community of disability and accessibility, priorities for our pupils with SEND and priorities for our pupils' parents. An ongoing dialogue with external agencies, either through the LEA or those that work privately, such as SALT and OT for example, has also helped to inform the Accessibility Plan.



St Hilary's School Accessibility Plan (2023-2026)

Current Position and Practices

Access to the Curriculum:

- Staff are briefed by the Lead SENCO, EYFS SENCO and Deputy Head on the relevant school policies and all pupils who need some form of additional support to access the curriculum, at the beginning of each term.
- Weekly staff meetings for Pre-Prep and Prep are held where any concerns about pupils, including both educational and pastoral concerns, are reviewed. Information drawn from these meetings is recorded on the school's MIS.
- A clear process is in place to review all pupils identified and establish their support needs.
- Strong communication takes place between school and home to ensure parental understanding of support given and to discuss further opportunities.
- Standardised assessment takes place throughout a pupil's education at St Hilary's which supports targeted interventions.
- Individual Health Care Plans are established in conjunction with parents for any pupils who have long term illness or who need to be out of school for exceptional family circumstances.
- Clubs provision is regularly reviewed to enhance the provision to provide appropriate interest and challenges for all pupils.
- The pupils have the opportunity to vote on the chosen charities for the school each year and to support local, national and international charities.
- The Assembly schedule provides opportunity to inform pupils about charities. Pupils and external visitors have lead assemblies to explain about charities and increase pupils' understanding e.g. Downs Syndrome Association, The Meath Epilepsy Trust, etc.
- The rewards system rewards effort as well as achievement and recognises all pupils irrespective of SEND or EAL.

Delivery of Information

- The Headmaster liaises closely with the Admissions Manager and informs staff of any pupils or families who may need additional support with written communication from the school.
- Support will be provided to parents who have English as an Additional Language during parents' meetings and with written communication.
- Parent information is placed on the secure area of the school's website.
- Policies and written information have been reviewed to ensure they are free from discrimination in terms of phrases, procedures and practices.
- Texts and paperwork for pupils are adapted where possible for those with LDD/EAL and are for example, enlarged, supported by visual images, etc.
- Homework is differentiated according to pupils' needs.

Physical Access

- The Site Manager undertakes regular site walks to identify potential hazards and to implement the appropriate action to make areas safe e.g. uneven path, etc.
- Portable ramps are used to enable easier access for wheelchair users to access parts of the school as necessary.
- Handrails have been fitted in key places to make access easier.
- The hearing loop system is regularly checked.
- Lighting has been upgraded in all areas inside the School to improve conditions for all learners.

Accessibility Plan

2023 – 2026

Aim	Target	Current Good Practice	Actions to be taken	Person Responsible	Timescale	Success Criteria
Improving access to the Physical environment to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the School	To ensure Outdoor Learning is accessible to those with disabilities, including wheel chair users, wherever possible.	Path at the side leading to the Woods is kept clear at all times. Wheelchair users use the path by the Hiorns Centre as this is wider and more level. Risk Assessment for Outdoor Learning includes this.	Continue to ensure paths are kept clear. Site manger to check on daily walk around the school.	Outdoor Learning Teacher; Site Manager, Business Manager	Ongoing	Outdoor Learning lessons are accessed by all children, irrespective of disability Achieved June 2024
			Raised beds to be put in for use in Outdoor Learning, Enrichment or Gardening Club. Paved area suitable for wheelchair access, and height of beds suitable for wheelchair users.		Autumn Term, 2023	 Achieved June 2024
					Summer Term, 2024	 Achieved April 2026

			Review area around the Pond to make more accessible Raised drain covers to be flattened where possible to make more accessible and limit trips and falls		Summer Term, 2026	
	To ensure appropriate toilet facilities available for disabled visitors, and that they are kept to the same high standard as the rest of the School	Disabled toilet by the Hall was recently refurbished and decorated with grab rails fitted (2021). All facilities are cleaned daily by the School's cleaners	Continue to monitor cleanliness of facilities	Site Manager, Business Manager, Excalibur Cleaning Company		Toilet facilities are regularly monitored to ensure high standards for all users, including those with SEND.
	To ensure that pupils / visitors can move easily around the School and	Ramps are in place on entering and exiting the Link Corridor and also the Hall.	Risk assessment for the use of wheelchairs and evacuation chairs	Lead First Aider, Business Manager, Site Manager	Autumn Term, 2024	Monitor and review use Personal Evacuation Plans in place for pupils, staff and visitors as needed.

	evacuate quickly and safely when necessary	The School has a spare wheelchair which is used regularly. Evacuation chair has been purchased and is stored on the Year 5 / Year 6 Landing	A review was conducted in 2021 with regards to the installation of a lift or chairlift. Neither went ahead due to cost and other workarounds available. Continue to review as funds allow or as situations may change A second evacuation chair to be purchased for the Upper Link Corridor		Purchased 2025	
	To ensure all members of the school community can enter and use the school premises easily and safely.	Several points of entry to the School at drop off and pick up times, which are always manned by a senior member of staff. The Site Manager is often on duty in	Review pushchair and wheelchair access through the main front gates Investigate options for bikes – clearly	Business Manager, Site Manager	Academic Year 2024-2025 Academic Year 2024-2025	Access to the School is easier for wheelchair and pushchair users. Bike racks purchased April 2026

		the Car Park in the mornings in case of any difficulties. Children with disabilities, or medical needs may be met at the School gates, or taken to them, by a member of staff to help with bags etc. The Schools has its own large car park and overflow car park, including a drop off zone closer to the School gates. Pedestrian walkways are clearly signposted. A disabled parking bay is situated outside the front of the School	signposted routes, bike racks Ensure that the needs of new pupils joining the school are met straight away.	SENCO, Class / Form teacher, LSA Regular checks by the Site Manager to ensure signage remains visible.	Ongoing	Pupils able to enter and exit the school safely and efficiently. Line painting, STOP signs and pedestrian crossings were repainted Feb 2026
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			Investigate if it would be useful to have reserved parking bays for parents who need to park but do a quick drop off for medical reasons or because sibling has SEND.		Academic year 2024-2025	Ensure all members of the school community and visitors can enter and exit the school premises safely and with ease.
	To ensure the outdoor lighting continues to meet the needs of the School in making the site safer to access when it is dark	Outdoor lighting is regularly checked by the Site Manager to ensure that all sensors are working and the School is well lit. The Cleaners notify the Site Manager of any issues (as they are often here after dark) New lights fitted outside the	Continue to review outside lighting and upgrade where required	Site Manager, Business Manager	Ongoing	Safer access to the School when it is dark for all members of the School community, including those with SEND and those in EYFS. Outdoor lighting installed overlooking the car park and right hand side of the field by the Art room – Oct 2025

		Pepperpot in Summer 2023				
	To ensure the acoustics in the Hall allow for accessibility by all	Hearing Loop system is in place Any speaker in the Hall at assembly / events uses the Roger hearing system. They are also used by any member of staff teaching a child with a cochlear implant / hearing impairment, who uses a hearing aid/s.	Consider investing in new sound system to ensure the quality of sound for all, including those with hearing impairments. To work with the SENCO and LSAs to ensure that all rogers are connected to the master on, so that speakers do not need to wear multiple devices.	Director of Performing Arts, Director of Music, Site Manager, Business Manager SLT, SENCO, LSAs	Academic year 2024-2025 Academic year 2023-2024	Better sound quality for all users of the Hall, including those with hearing impairments. FOSH funded new sound system/microphones/speakers Oct 2025 Rogers and transmitters are used efficiently to enable the best sound possible for hearing impaired pupils and visitor <i>This is part of the procedure when visitors address larger groups of pupils. July 2024</i>
Improving access to the Curriculum for disabled pupils (including SEND)	To ensure access to Touch Typing Clubs for those who would benefit	The School runs two lunchtime Touch Typing Clubs every week.	Continue to review the number of children attending Touch Typing	Lead SENCO	Ongoing	Pupils are confident to type their work as they get older

	To encourage better attendance at Touch Typing Club	Recommendations in EP assessments on individual pupils are acted on, with the pupil being invited to a touch typing club Assessment data is analysed to identify those children with handwriting difficulties Reports on new children joining the School are analysed to ensure access to a Touch Typing Club if required	Clubs and increase if needed. Make sure reminders are in place for pupils. Incentivise good attendance with rewards, house points, etc.	Lead SENCO, Class/Form tutors, LSAs, staff on duty.	Academic year 2023-2024	Pupils able to make maximum benefit from touch typing club/s.
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	To provide strong support for pupils with EAL	EAL Co-Ordinator is appointed Information is analysed before a child joins the School to ensure support can start immediately Training is provided to any member of staff (e.g. Teacher, Classroom Assistant, Learning Support Assistant, EYFS Practitioner, Admin staff) who may need it Physical and electronic resources for EAL pupils are considered that would help them	Continue to provide training and support for all staff as needed. Continue to research online resources for EAL pupils	Headteacher, Deputy Head, EAL Co-Ordinator	Academic year 2023-2024	Pupils with EAL can access the Curriculum more easily and staff feel confident in teaching and supporting those children. EAL Co-Ordinator appointed and led INSET training for staff. Baselines assessments and screening are now in place to ensure teaching can be differentiated accordingly and support put in place when necessary. January, 2024 The EAL Co-Ordinator continues to regularly review the children requiring extra help, including any new children joining the school. Register maintained and updated regularly. Training provided to anyone who may need it.
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		to access the Curriculum				
	To ensure space is available for pupils and staff to have a quiet room when needed	The Nest (Wellbeing Room) was opened in Sept 2021, and is available to all children under supervision by a member of staff Quiet / break out areas in classrooms allow for children with additional needs to use New staffroom and quiet working area was created in Apr 2026	The Nest timetable will be communicated to all staff so they know when the space is free – either for a pupil for themselves if they need a quiet space The two spaces are interconnected but away from children and teaching, and also away from visitors	Headteacher, SLT, Lead SENCO SENCO, Class/Form teachers, LSAs, Tas Business Manager	September, 2023 Academic year 2023-2024 Academic year 2025-26	Helping to reduce sensory overload Library has moved downstairs in the main building – accessible to all children, providing a quiet space when needed, including at breaktimes. Sept 2026
	To ensure new joiners with specific needs are identified early in order to	Information is passed onto teachers where relevant so that differentiation can	Increased and more effective analysis of reports and assessments	Headteacher, Admissions Manager, Lead SENCO, EYFS SENCO	Academic year 2023-2024	Pupils settle quickly into new school /setting. Achieved July 2024

	enhance engagement	be identified in the planning before the child starts at School.	at the Admissions stage			
	To ensure all pupils are confident to use some basic Makaton Sign Language when needed	The Headteacher demonstrates Makaton in weekly assemblies – greetings, the alphabet, feelings and songs. EYFS Staff have recently attended Makaton training. Makaton signs are displayed in the playground / playing field for all children to see (March 2023). There are two Makaton lunch time clubs a week	Additional Makaton signage will be displayed by the Astro / Hiorns Centre Continue to review Makaton training updates for relevant staff Continue to review the number of children attending Makaton clubs and increase if needed	Headteacher, Deputy Head, Lead SENCO	Continue to introduce new signs, review and embed until 2025 - 2026	Pupils use Makaton Sign Language as an alternative communication system when necessary and appropriate. BSL club added to the extra-curricular club provision Sept 2026
	To ensure noise volumes in classrooms are at		Noise monitors to be introduced in classrooms where	Headteacher, Lead SENCO	Academic year: 2024-2025	Best use of physical space enables all pupils to make excellent progress.

	an appropriate level for children with hearing impairments		children have hearing impairments Consider using small classroom spaces for smaller groups e.g. Head's Meeting Room. Install an interactive whiteboard in this room to enable small teaching space			Head's meeting room no longer available, but small groups are able to use the SEN Learning Support room.
Improving access to information which is already available to those pupils who are not disabled (including SEND)	To increase multi-lingual awareness, and awareness of other countries and cultures	Staff are encouraged to use different languages when doing displays Flags from around the world are hung as bunting in the Courtyard Some parents who have lived abroad have come into	Continue to invite parents into School that may have lived in other countries to share their experiences with the children	Head of Languages, EAL Co-Ordinator, Site Manager, SLT, Head of Art	Academic year 2023-2024	Awareness of other languages increased. Pupils with EAL are able to identify with their language and have a point of reference Ongoing – continue to embed each academic year.

		School to talk to the children about those countries				
	To improve the access to written information for pupils with dyslexia or visual difficulties	The Lead SENCO disseminates information in a timely manner to the relevant staff to allow adjustments to be made which ensures pupils can access written information. Printing on coloured paper, use of background screens, use of large fonts – as appropriate. Ongoing training is provided for staff as necessary. Class readers can be accessed in	Dyslexia trained staff in the SENCO team Continue to monitor children in class who may show signs of requiring glasses / larger text / sitting closer to the front of the class Ensure interactive whiteboard settings are correct Continue to explore online resources for visually impaired including the RNIB Library	Lead SENCO	Ongoing.	Dyslexic learners and those with visual impairments have equal opportunities with other learners to access to access written information.

		larger font sizes as required. Staff monitor all children who need to wear reading glasses, tinted glasses, reading rulers etc. – to ensure that the child is actually using them.				
	To ensure that all assessment materials are accessible by all children	Additional time is allocated to children according to EP recommendations. Ensure pupils can read the assessment materials and are allocated a reader if required Assessment materials can be enlarged for		Lead SENCO, Head of Assessments, Deputy Head	Achieved but needs to be carefully monitored to ensure becomes embedded. Review after each formal assessment period.	All pupils can participate in assessments that are meaningful and accessible and as a result provides data that can inform teaching and learning.

		visually impaired pupils.				
	To allow pupils to access laptops and/or ipads in the classroom to complete written work	Some pupils have been identified as benefitting from the use of a laptop, and these have been provided by the School, along with charging points in the Library.	1-1 ipads for all children in Years 4-6 will be rolled out in January 2024	Lead SENCO, Headteacher, Head of Digital Learning, ICT Manager	By July, 2024	Ipads and laptops are an acceptable form of recording information within the classroom. Achieved 06/24 Change of policy for Sept 2026 – children in years 5-6 only will access 1:1 ipads as feedback from parents and staff suggested year 4 was too young. iPads will still be available in school for all years.
Improving workplace accessibility for staff experiencing menopause symptoms	Ensure all staff have access to facilities as required	Staff Menopause Policy is in place which has been shared with all staff Air conditioning or fans are in most classrooms and offices to help	Review staff requests for additional temperature control in their work spaces e.g. desk fan	Headteacher, SLT, Lead First Aider	Academic year 2023-24 and then regular reviews according to current staffing needs.	Staff feel comfortable to talk about their symptoms, feel confident that any requests will be taken seriously

		control the temperature. All teaching and office areas to have air conditioning as funding allows. The Staff Room and quiet working room have air conditioning.	The Nest timetable will be communicated to all staff so they know when the space is free if they need to take a quiet break. Provision of sanitary products in staff toilets.			
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Written: September, 2023

Reviewed: June, 2024, July 2025, Aug 2026

Next Review Date: June 2027

Ratified by the Governors on: November 2023

Person(s) responsible: Duncan Sinclair (Headmaster); Hannah Wynn (Business Manager)