Outcomes First Group

Hambrook School

Accessibility Policy

ACCESSIBILITY POLICY

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1.0 INTRODUCTION

It is a requirement under the Equality Act 2010 for schools to have an accessibility plan.

Implementation: It is the responsibility of line manager to ensure that staff members are aware of and understand this policy and any subsequent revisions.

Compliance: This policy complies with all relevant regulations and other legislation as detailed in the Compliance with Regulations & Legislation Statement.

2.0 VISION STATEMENT

Each child who joins our school community will be welcomed and valued regardless of sex, race, belief, physical disability or learning difficulty. This accessibility plan focuses on a wide range of disability associated with pupils with Autism Spectrum Disorder and co-morbid conditions. At Hambrook School, pupil achievement is celebrated in a pupil-centred teaching and learning environment and excellent achievement at school enables pupils to be as independent as possible so that they make the most of opportunities when they leave school.

The purpose of the accessibility plan is to ensure that all pupils have access to education in the three areas required by the planning duties in the Equality Act 2010.

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum.
2. Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services.
3. Improving information delivery to pupils with disabilities.

Outcomes First Group also recognizes its responsibilities towards employees with disabilities, and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Ensure that employees with disabilities are supported with special provisions as appropriate to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

3.0 DEFINITION

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

4.0 DEVELOPMENT & REVIEW

The accessibility plan is guided by the principles and procedures in the school's Single Equality Policy.

The plan will be on the school website and reviewed annually by the Senior Management Team to ensure it is effective.

5.0 AIMS & OBJECTIVES

Our Aims are to:

- Increase access to the curriculum for pupils with a disability.
- Improve and maintain access to the physical environment.
- Improve the delivery of written information to pupils.

Aim	Current good practice	Objectives	Actions to be taken	By whom?	Due Date
Increase access to the communication curriculum for pupils with a disability	Curriculum is subject to ongoing review to ensure it meets the needs of all pupils	The school's curriculum is currently under review to ensure that pupils with more complex communication needs are accessing learning to the best of their ability. The school will use technology to enhance the curriculum offer.	The school will promote the use of AAD across all key stages to embed understanding of communication and developing the capacity of each individual to access the curriculum	Head teacher, Therapy Team, Teachers	Continuous.
Improve the play facilities and sensory opportunities for the students	Add to the school's existing sensory facilities. Improve the play facilities with safe, challenging equipment to encourage learning and exploration	1) The back garden is to be fully redeveloped to allow for more usable outside space. 2) Softplay Room is to be installed.	1) Planning permission to be acquired. 2) Authorization required.	1) Mid Sussex District Council 2) RD	1) Ongoing 2) Ongoing
Improve the communication and signage on all sites, embedding AAC within the curriculum and activity	Have signing in all areas of the school including external sign posting	all staff and students to expect clearly defined signing on the school site. All students to be able to access the communication sight lines	Good quality signage to be placed across all the school sites. Kept in good order an updated, amended on regular occasions	Head Teacher. FM. Therapy Team.	Ongoing

Improve accessibility of classrooms and learning spaces	Using different spaces across the school to provide safe and accessible learning environments	Increase the accessibility of the classrooms through correct seating, tables, and access.	Install different height tables and chairs. Review access requirements across the site.	FM. Therapy Team	Ongoing

6.0 ACCESS AUDIT

Feature	Description	Actions to be taken	By Whom?	Due Date
Number of Floors	Stairs are kept clean, tidy and free from obstruction at all times	Maintain and ensure access	All Staff	Continuous
Corridor Access	Corridors are kept clear at all times for general access	Maintain and ensure access	All Staff	Continuous
Parking Bays	Disabled parking bay are clearly marked. These should allow ease of access into the school buildings.	N/A	N/A	N/A
Entrances	Fobbed access system on main entrances to aid security measures, width of doors suitable for wheelchair access.	N/A	N/A	N/A
Ramps	Ramp access for school site and vehicles available.	1. Access ramp to be installed for the Bus entrance. 2. Access ramp for the minibus to be purchased. 3. Reception entrance to be maintained.	1. FM. 2. FM. 3. FM.	1. TBD 2. February 2026. 3. Continuous.
Toilets	Toilets maintained and repaired where required. Frames to be ordered where required for students who need support in accessing the toilet independently.	Maintain toilet areas.	FM	Continuous.
Reception Area	Accessible to wheelchairs.	N/A	N/A	N/A
Internal Signage	Disabled Toilets are clearly marked. Signage is only used, when necessary, as to not overwhelm	N/A	N/A	N/A
Emergency Exits	Clearly marked emergency exit routes, as per fire evacuation plan. PEEPs in place for those young people who require a specific plan for their accessibility needs when there is a fire alarm	1. Continue weekly alarm tests and scheduled fire drill practices. 2. PEEPs held for all students.	1. FM 2. FM	1. Continuous 2. Continuous
Security	Fob Access and CCTV in place.	Continue regular maintenance schedule	FM	Continuous

	Electric access gates into site control from the office.			

7.0 IMPROVED THE COMMUNICATION OF WRITTEN INFORMATION

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats	The school ensure that it thinks about the alternative methods of communication that it should convert its information into when it is produced and provide a number of means of communicating	The school will be able to provide written information in different formats when required for individual purposes as required	Currently used with ongoing review and improvement.	Continuously reviewed and improved. Delivery of information to pupils improved Delivery of information to parents improved
Make available school prospectus and other information for parents and carers on website and in paper format	Review current school publications and promote the availability in different formats	All school information available for all	December 2026	Delivery of school information to parents and the local community continuously reviewed and improved
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice on alternative formats and use of IT software to produce customised materials as required.	All school information is available for all as required	December 2026	Delivery of school information to pupils & parents with visual difficulties improved.
Ensure that all school communications use plain English	All communications that are due to go out will be reviewed before sending	All communications will be easy to read and have clarity of purpose	Currently in place with ongoing review and improvement.	Parents and carers will be clear as to the purpose of communications

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