Hawksmoor School Accessibility Plan 2026-2027

Schools are required to have Accessibility Plans showing how they are planning strategically to increase access over time; the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010. The plan must show how the school is:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable those with disabilities to take better advantage of education, benefits, facilities and services provided; and
- improving the availability of accessible information to those with disabilities.

Schools will need to provide adequate resources for implementing plans and must review them regularly. An accessibility plan may be a freestanding document but may also be published as part of another document such as the School Development Plan, a Single Equality Plan. OFSTED inspections may include a school's accessibility plan as part of their review.

An update of the improvements made to the school through the Accessibility Plan

Accessibility

Hawksmoor School is accessible to students and staff with physical difficulties.

Hawksmoor School is built on a single storey and has additional mobile classrooms within the premises. All mobile classrooms have ramps to the main entrance and there is direct wheelchair access to some key doors within the main building. Adaptations can be made to successfully enable access to all areas of the curriculum for pupils with physical disabilities including access to outside areas, disabled toilets and the classrooms. For example, portable ramp for pupil wheelchair user. The school have also made reasonable adjustments to the environment by relocating certain year groups into more appropriate sized rooms in order to meet the needs of students with SEND.

Facilities for pupils with special educational needs at the school including facilities which increase or assist access to the school by pupils who are disabled. *(Please note, the equipment list is only featuring 'key' pieces, there is a lot more equipment available to all our pupils including those with additional needs or disability).*

	Facilities within Hawksmoor School
Environment	
External Ramp Access	x
Shower (new wet room opened September 2026)	x
Disabled Toilet	x
Cosimat Toilet	
Changing facilities (under 5s)	x
Totally Accessible with reasonable adjustments	x

Lift	N/A
Visible and audible emergency alarm	Audible only
Sensory room	x
Provision (staff trained to deliver)	
Provision Mapping	x
Access to external agencies	x
In school nurture group	
Flexible lunchtimes if required	x
ELSA: self-esteem, anger management, emotional support	x
Play therapy	
Bereavement, counselling service for parents, children and staff	x For children
Family support, parenting classes, 1:1 support for parents	x
Speech and Language Therapist	X ASL
Social Communication Project worker	x
Equipment	
Modified cutlery and beakers	According to individual needs
Iren Overlays, individualised coloured exercise books	x
Visual timetables	x
Individual workstations	x
Writing slopes	x
Ear defenders	x
Pencil grips	x
Laptops/I pads	x
Talking tins	x
Posture packs	x
Left handed resources	x
Sensory Circuit and diet	x

Updates to Accessibility 2026-2027

The Sensory room is regularly utilised by pupils with Social Communication needs, Autism and those who require a sensory diet.

Hawksmoor School have allocated a room which is resourced for the delivery of a sensory circuit. It is also used for the individual delivery of Physiotherapy programmes.

We have two established ELSA TAs to support children's mental health needs. A designated room has been allocated for ELSA support and school counsellors. This enables practitioners to have a therapeutic space in which to carry out work with their children.

Our Learning Hub is now established and is set up as a low sensory arousal environment. This hub is accessed daily by children either with a diagnosis of Autism or awaiting a diagnosis. Their significant sensory needs means that they find accessing the classroom environment challenging and may not yet access the national curriculum. A teacher plans and oversees this provision.

The school continues to subscribe to the Clicker 8 licence. Clicker 8 is a specialist writing software designed to support pupils with literacy difficulties including Dyslexia. We are also subscribed to the Lexia programme to further support the pupils with literacy challenges. All classes have access to Chromebooks or laptops to access these programmes.

A new disabled toilet and wet room for pupils was opened in September 2026.

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
Access to Curriculum Ensure ICT appropriate for pupils with disabilities.	▪ Train new TAs and teaching staff on use of Communicate in Print where necessary. ▪ Provide alternative ways for children to record their work	Ongoing On-going	WIDGIT Communicate in Print already in place School provide laptops/Chromebooks /Ipads which are given to identified children.	Trust Inclusion Lead, SENDCo SENDCo and Trust Inclusion Lead	Leadership Team SLT and SENDCo

Access to Curriculum Create effective learning environments for all utilising feedback from pupil groups.	• Use of provision mapping and analysis to ensure alternative forms of communication and 'reasonable adjustments' are consistently being made for pupils who need this	Ongoing	Termly provision mapping and revision of resources.	All teachers	SLT and SENDCo

Access to wider curriculum Increase participation in school activities.	▪ Audit participation in extra-curricular activities and identify any barriers. ▪ Ensure school activities are accessible to all students. ▪ Ensure all trips planned are accessible for all pupils e.g school journey. Provide additional support when needed. ▪ Specific opportunities within the school identified to help children with SEND access positions of responsibility in school e.g school council, librarian or play leader	On-going	Governors to identify contingency budget for TA cover for extracurricular activities if needed. Training needed on risk assessments for trips and extracurricular activities for new staff.	HoS/DH Governors	Leadership Team Governors
Premises	▪ Ensure classes are accessible to all	On-going	Risk assessment for individual pupils where required	SENDCo SLT/Premises	SLT

Increase site access to meet diverse needs of pupils, staff, parents and community users.	▪ Revision of emergency planning procedures to reflect and update changes in access around the school	On-going	Personal Emergency Evacuation Plans (PEEP) to reflect changes	SENDCo SLT/Premises	SLT
Attitudes To promote positive attitudes to disability	▪ Review PSHE Curriculum ▪ Review Assembly Programme: Celebrate diversity ▪ Involve local disability groups in assemblies and visits to school ▪ Celebrate awareness weeks and days e.g. International Day of Disabled Persons, Autism Awareness Week	ongoing	Online resources Use of Local Offer Services	PSHE Co-ord and DHs	SLT and Governors
Newsletters and Information **Availability of documents in alternative formats.**	▪ Large print and audio formats etc. as required. ▪ Monitor uptake of documents in alternative formats ▪ Review accessibility of newsletter and letters for parents. ▪ Homework information available as information sheets in alternative formats as appropriate. ▪ Use of Communicate in Print software	Ongoing	TBC	Admin. Manager	SLT