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Access Plan

Publication Date: September 2026

Review Date: September 2027

INTRODUCTION

Under the Equality Act 2010: Schedule 10, and the Disability Discrimination Regulations 2005, Hopebright School is committed to increasing access to education for disabled children and young people.

Hopebright School recognises its duty to ensure that all children are able to access education, opportunities, facilities, and services in an inclusive, supportive, and safe environment. The school is committed to promoting equality of opportunity and eliminating discrimination for children with disabilities and additional needs.

In keeping with this commitment, the Hopebright School Accessibility Plan aims to address and improve three

key areas:

- Increased access to the curriculum for disabled children
- Improvements to the physical environment of the school to increase access to education and associated services
- Improvements in the provision of information to disabled children and parents which is normally provided in writing to children who are not disabled

The school recognises that disability may include a wide range of physical, sensory, medical, emotional, communication, cognitive, social, and learning needs.

A disability is defined under the Equality Act 2010 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.

This may include conditions affecting:

- mobility
- manual dexterity
- continence
- hearing
- eyesight
- communication
- sensory processing
- medical needs
- cognition and learning
- emotional regulation
- mental health
- social interaction
- risk perception

Hopebright School recognises that children may experience disabilities in different ways and that barriers to learning and participation can arise from both individual needs and environmental factors.

The school is committed to making reasonable adjustments wherever possible in order to:

- remove barriers to learning
- improve participation
- promote independence
- support wellbeing
- ensure equal access to opportunities

Although some aspects of the school environment may currently limit accessibility for children with significant physical disabilities, Hopebright School will make all reasonable adaptations possible in accordance with:

- the Equality Act 2010
- the SEND Code of Practice
- the Children and Families Act 2014
- relevant safeguarding and health and safety requirements

The school recognises the importance of working proactively to improve accessibility and inclusion over time.

REVIEW OF EXISTING ARRANGEMENTS

A review of existing arrangements for:

- access to the curriculum
- accessibility of the school environment
- accessibility of information and communication

was conducted using the attached Accessibility Review Questionnaire (Appendix 1).

The review considered the needs of:

- current pupils
- prospective pupils
- children with SEND
- children with disabilities
- children requiring additional support

The review was conducted by the Headteacher and Senior Leadership Team in consultation with relevant staff where appropriate.

Areas identified as requiring further development, improvement, or adaptation were considered and incorporated into the Accessibility Plan.

The school recognises that accessibility planning is an ongoing process and that accessibility needs may change over time depending on:

- pupil admissions
- changes in pupil needs
- developments within the school environment



- emerging technologies
- statutory guidance updates

The review will normally be revisited on a three-year cycle unless earlier review is required due to:

- significant changes in pupil needs
- building developments
- legislative updates
- safeguarding or health and safety requirements
- recommendations from inspections or audits

ACCESS PLAN FORMAT

The Accessibility Plan (Appendix 2) was produced following the review of existing arrangements and identifies areas for continued improvement and development.

The plan includes:

- identified targets
- actions and strategies
- responsible staff members
- implementation timescales
- short, medium, and long-term priorities

The Leadership Team is responsible for:

- monitoring implementation of the plan
- reviewing accessibility arrangements
- evaluating progress against targets
- ensuring accessibility needs remain under review

The school's Health and Safety Committee, alongside the Senior Leadership Team, will review and update the Accessibility Plan annually and whenever specific needs of children or young people arise.

The school is committed to ensuring that accessibility planning remains:

- proactive
- child-centred
- responsive
- compliant with statutory duties
- reflective of the needs of the school community



Appendix 1

Hopebright School

REVIEW OF ACCESSIBILITY ARRANGEMENTS

Date: September 2026

Review Date: September 2029

Persons Conducting Review: Headteacher, SENCO, Senior Leadership Team

Section 1: How does your School deliver the curriculum?

Question	Current Children Yes	Current Children No	Prospective Children Yes	Prospective Children No	N/A
Do you ensure that teachers and support staff have the necessary training to teach and support disabled children?	√		√		
Are classrooms optimally organised for disabled children?	√		√		
Do lessons provide opportunities for all children to achieve?	√		√		
Are lessons responsive to children's diversity and individual needs?	√		√		
Do lessons involve work to be completed individually, in pairs, groups and whole class activities?	√		√		
Are children encouraged to take part in music, drama, enrichment and physical activities?	√		√		
Do staff recognise and allow for the mental effort expended by some disabled children?	√		√		
Do staff recognise and allow additional time required by some children to use equipment or complete tasks?	√		√		
Do staff provide alternative ways of accessing learning and experiences where children cannot engage in particular activities?	√		√		
Does the school provide access to appropriate assistive and computer technology?	√		√		
Are school visits and educational activities made accessible to all children where reasonably possible?	√		√		
Are there high expectations of all children regardless of need or disability?	√		√		
Do staff seek to remove barriers to learning and participation?	√		√		



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Section 2: Is your School designed to meet the needs of all children?

Question	Current Children Yes	Current Children No	N/A	Prospective Children Yes	Prospective Children No	N/A
Does the size and layout of the school allow access for all children?	√			√		
Can children who use wheelchairs move around the school without experiencing barriers to access?		√			√	
Are pathways, entrances and parking arrangements safe and accessible?	√			√		
Are emergency and evacuation systems accessible for all children including visual and auditory alerts where appropriate?	√			√		
Are non-visual guides or tactile systems available where required?		√			√	
Could any décor or signage be confusing or disorientating for children with visual impairment, autism or epilepsy?		√			√	
Are areas to which children should have access well lit?	√			√		
Are steps taken to reduce unnecessary background noise where appropriate?	√			√		
Is furniture and equipment selected, adjusted and located appropriately?	√			√		

Section 3: How does your School deliver materials in other formats?

Question	Current Children Yes	Current Children No	N/A	Prospective Children Yes	Prospective Children No	N/A
Do you provide information in alternative formats where required?	√			√		
Is information presented in ways accessible to children with disabilities?	√			√		
Does the school have facilities to produce written information in different formats?	√			√		
Are staff familiar with technology and practices developed to assist people with disabilities?	√			√		

Summary of Current Provision for Children and Young People with Disabilities

Hopebright School provides education and support for children and young people with a range of additional needs and vulnerabilities.

Children attending the school may present with:

- social, emotional and mental health needs
- autism spectrum condition
- ADHD
- speech, language and communication difficulties
- moderate learning difficulties
- sensory needs
- trauma-related needs
- behavioural difficulties
- anxiety and emotionally based school avoidance

The school seeks to provide a supportive, inclusive and therapeutic learning environment through:

- personalised learning pathways
- differentiated curriculum delivery
- small group teaching
- targeted interventions
- therapeutic support
- pastoral support
- sensory regulation strategies
- behaviour support approaches

- trauma-informed practice

Where appropriate, children may have access to:

- individual support
- personalised timetables
- intervention programmes
- therapeutic spaces
- emotional regulation support
- sensory resources
- assistive technology
- speech and language support
- occupational therapy input
- pastoral mentoring

Although the school currently has some accessibility features including:

- disabled parking
- accessible toilet facilities
- ramps to certain areas
- accessible entrances

there may still be limitations in accommodating children with significant physical disabilities across all areas of the site.

Hopebright School remains committed to making reasonable adjustments wherever possible and reviewing accessibility provision in line with the Equality Act 2010 and SEND legislation.

Appendix 2

ACCESS PLAN

PROVISION INFORMATION

Targets	Strategies / Actions	Person Responsible	Time Frame
Short Term – Ability to provide written materials in alternative formats	The school will provide information in alternative formats where requested, including large print, coloured overlays, audio format or electronic copies.	SENCO / SLT	Ongoing
Medium Term – Creation of zoned areas for regulation, reflection and de-escalation	Identify and develop suitable spaces within the school environment for emotional regulation, reflection, sensory support and de-escalation.	SLT	Academic Year 2026–2027
Long Term – Improve signage and navigation throughout the school	Review and update signage to ensure areas of the school are clearly identified and accessible for children with visual impairments, autism or communication difficulties.	Site Manager / SLT	Academic Year 2027–2028



ACCESS PLAN

CURRICULUM

Targets	Strategies / Actions	Person Responsible	Time Frame
Short Term – Review and personalise curriculum provision	Review curriculum provision to ensure learning preferences, accessibility needs, and individual learning profiles are reflected within curriculum planning.	Curriculum Lead / SENCO	Ongoing
Medium Term – Autism and sensory awareness training	Continue staff training relating to autism, sensory needs, communication and therapeutic approaches.	SENCO / External Professionals	Ongoing
Long Term – Develop curriculum sequencing and inclusive teaching approaches	Continue development of curriculum pathways to ensure clear progression, accessibility and inclusive teaching approaches across all subject areas.	SLT / Curriculum Leads	Academic Year 2027–2028

Appendix B

ACCESS PLAN

PHYSICAL ENVIRONMENT

Targets	Strategies / Actions	Person Responsible	Time Frame
Short Term – Review accessibility of alarms and emergency systems	Consider visual alarm systems and review future implementation opportunities within building development plans.	Site Manager	Ongoing
Medium Term – Review specialist learning environments	Review specialist teaching spaces and assess accessibility, safety and suitability for children with additional needs.	SLT / Site Team	Academic Year 2026–2027
Long Term – Improve accessibility of learning spaces and facilities	Review classroom layouts, learning spaces and wider school facilities to improve accessibility and inclusion for children with disabilities.	Headteacher / SLT	Academic Year 2027–2028