

Cleaswell Hill School Accessibility Strategy 2026–2029

This Accessibility Plan is prepared in accordance with Schedule 10 of the Equality Act 2010, the SEND Code of Practice, and DfE statutory guidance. The plan outlines how Cleaswell Hill School will continue to improve accessibility for pupils, staff, parents/carers, and visitors.

School Context

Cleaswell Hill School is a thriving community special school in Choppington, Northumberland, serving pupils aged 4 to 19 with a wide range of complex needs. The school supports learners with complex and multiple learning disabilities, speech, language and communication needs, physical disabilities, sensory needs, autism, and social, emotional and mental health needs.

Vision & Values

To remove barriers ensuring all pupils access high-quality learning and providing an inclusive, nurturing, and ambitious environment that meets the diverse and evolving needs of our cohort and develops the skills, knowledge independence, and confidence needed for life beyond school.

Statutory Aims

The plan addresses:

1. Increasing Access to the Curriculum

Actions include curriculum adaptations, staff training, use of assistive technologies, and multi-agency collaboration.

2. Improving the Physical Environment

Actions include maintaining accessible environments, reviewing mobility access, and enhancing sensory pathways.

3. Improving Access to Information

Actions include ensuring accessible formats, symbol-supported materials, AAC, and digital accessibility as well as parental access and support with school initiatives and co-production of information and policy.

Roles & Responsibilities

Governors to approve plan and SLT oversee implementation. SLT to coordinate and support staff to implement adjustments.

Monitoring & Review

Annual review and full rewrite every 3 years.

Accessibility Action Plan

Area	Objective	Actions	Lead	Timescale	Success Criteria
Curriculum Access	Improve pathway-based curriculum providing a clearer progression model and purposeful sequencing of knowledge and skills.	Expand pathway structure with a well-matched staffing structure. Specialist staff training dependent upon cohorts. Clear pathway curriculum intent statements. PfA projections for each pathway. Enrichment opportunities are well matched to learning pathways and destinations. To consider the updates from the latest KCSIE document.	DHs, AHs, PLs	2026–29	Increased engagement with an aspirational curriculum linked to long-term outcomes resulting in improved wellbeing and pupil outcomes from starting points. Equity and inclusion considered as part of a curriculum that reflects all learners and their diverse needs.
Physical Environment	Improve access to specialist spaces ensuring they are inclusive and accessible for all learners in the delivery of a responsive and well-designed curriculum to meet the complexity of needs.	Maintain and increase the number of therapy cabins and individual spaces for complex learner access. Review mobility access throughout school. Enhance outdoor areas with therapeutic remit and in conjunction with therapy team. Consider bids to support funding of equipment and outdoor area improvement. Strengthen collaborative practice with LA, parents/carers, external professionals in understanding of complexity if pupil need. To consider the updates from the latest KCSIE document.	JT / SLT/ Environments group	2026–29	A comprehensive strategic overview of our school's indoor and outdoor environments and how they successfully support teaching and learning, behaviour, and personal and sensory development ensuring that they are compliant with statutory safeguarding requirements.
Information Access	Ensure accessible communication is available throughout the school and with external stakeholders in both oral and written form.	Increase AAC use/ provide alternative formats of communication. Parent-friendly documents to support understanding. Development of the school parent partnership. Training and support linked to current themes and safeguarding for parents. Strengthen relationships with external stakeholders in health and social care through open and honest communication networks.	SLT/ SaLT Team/ NHS SaLT/ HMc	2026-29	Improved parental engagement and co-production in school policy and initiatives. Pupil communication is at the forefront of all learning to ensure uninhibited access to experiences and progress. Strong relationships embedded in support the complexity of cohorts.