



Accessibility Plan 2026-29

Date established by governing body

Summer Term 2026

Date for full implementation

Immediately

Date for review

Summer Term 2027

Aims/Rationale/Purpose:

At Cleaswell Hill School, accessibility is understood as far more than compliance with statutory duties. It is a fundamental component of our commitment to inclusion, equity, dignity and aspiration for every learner.

As a specialist community school serving pupils aged 4–19 with a wide range of complex needs, we recognise that true accessibility extends beyond the physical environment. It encompasses participation, communication, curriculum access, emotional wellbeing, independence, relationships, and a sense of belonging.

This Accessibility Plan has been developed in accordance with Schedule 10 of the Equality Act 2010 and supports the school's wider strategic vision:

Inspire the Child. Discover Your Future. Empower Our Community.

The plan reflects the school's belief that barriers should be removed through proactive design rather than reactive adjustment. Accessibility is therefore viewed as a shared responsibility across the whole school community and is embedded within leadership decision-making, curriculum planning, therapeutic provision, environmental design and partnership working with families.

This plan should be read alongside the Whole-School Inclusion Strategy, SEND Information Report, Equality Policy, Behaviour is Communication Policy and School Improvement Plan. Together, these documents form an integrated framework for ensuring that every learner can participate, belong and achieve.

Legislation, Statutory Requirements or Guidance (where applicable):

This plan is informed by the Equality Act 2010, SEND Code of Practice (2015), Children and Families Act 2014, Public Sector Equality Duty and DfE Accessible Schools Guidance.

Procedures and Practice:

Accessibility is viewed as a whole-school commitment to removing barriers by design. The school promotes belonging, participation, independence, aspiration and



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meaningful outcomes for all learners. Accessibility is everyone's responsibility and all developments are reviewed through an inclusion lens.

Theoretical and Strategic Foundations

This Accessibility Plan is informed by the same research-informed principles that underpin the Whole-School Inclusion Strategy.

Andy Hargreaves: Inclusive and Uplifting Leadership

The plan reflects Hargreaves' principles of collective responsibility, professional capital and uplifting leadership.

At Cleaswell Hill this means:

- Accessibility is everyone's responsibility.
- Leaders create cultures of trust, belonging and aspiration.
- Staff expertise is continually developed through professional learning.
- Families and professionals work collaboratively to remove barriers.
- Improvement decisions are evaluated through an inclusion lens.

Booth and Ainscow's Index for Inclusion

The plan is also informed by Booth and Ainscow's Index for Inclusion, which identifies three interconnected dimensions:

Inclusive Culture

Creating a school community where every individual feels valued, respected and able to participate.

Inclusive Policies

Developing systems and procedures that actively remove barriers to participation and learning.

Inclusive Practices

Ensuring teaching, communication, environments and support systems enable all learners to access meaningful opportunities.

These dimensions are reflected throughout this Accessibility Plan and provide a framework for evaluating both compliance and impact.

The school's approach can therefore be summarised through three interconnected lenses:

Participation and Belonging

Removing Barriers

Personalised Pathways

Together these principles ensure that accessibility remains embedded within every aspect of school improvement.



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Strategic Priorities 2026–2029

1. Curriculum Access, Belonging and Participation
2. Accessible Environments and Pupil Voice
3. Information Access
4. Independence and Preparation for Adulthood
5. Inclusive Leadership and Future Planning

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Governor Monitoring Action Plan

Priority	Actions	Leads	Timescale	Success Indicators	Monitoring
Curriculum Access, Belonging and participation	Continually evaluate specialist communication systems. Deliver termly autism, communication, sensory and SEND training through NEN lead. Embed CPDL model for adaptive teaching, visual scaffolding and multisensory learning approaches across pathways. Ensure EHCP outcomes and Preparation for Adulthood goals are visible in curriculum planning. Implement regular pupil voice activities using personalised communication methods.	ED, PFH, HMo Phase Leads, RH, RFH	2026–2029	Increased engagement and participation. Improved communication outcomes. Consistent inclusive practice observed through learning walks. >90% PLIM targets achieved Evidence of pupil voice influencing provision. Pupil, parent and staff surveys demonstrate a strong sense of belonging and participation.	Learning walks PLIM reviews EHCP outcomes Parent feedback
Accessible Environments and Pupil voice	Annual accessibility audits of buildings and grounds. Annual review of therapy and sensory spaces. Review signage, wayfinding and visual supports Review emergency evacuation procedures. Establish an Accessibility and Environment Working Group involving pupils, staff and families. Establish Accessibility Ambassadors to support environmental reviews and school improvement initiatives. Ensure pupils with complex communication needs are represented through personalised communication approaches. Use pupil feedback to inform environmental improvements. Explore funding opportunities to improve outdoor spaces	JT, ED, HMc, SO, HAM, LC	Annual	Audit actions completed within agreed timescales of buildings and grounds Regular bi-weekly site walks Annual review of therapy and sensory spaces. Review signage, wayfinding and visual supports. Review emergency evacuation procedures. Establish an Environment Working Group involving pupils, staff and families. Use pupil feedback to inform environmental improvements.	Governor premises visits, pupil accessibility ambassador input, Environments group meeting minutes, capital funding bids and applications
Information Access	Evaluate visual and symbol-supported information across school Review communication systems with family consultation. Audit website accessibility annually.	RH, Hmc, LC, RK, AMc, ED	Annual	Increased family engagement. Accessible formats available for key	Parent surveys, learning walks focussed on assistive technology,

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	Provide translation and interpretation services where required. Co-design key documents with families. Increase accessible workshops and information sessions for pupils and families Review the use of assistive technology to support learning for pupils in lessons			documents. High levels of parent satisfaction. Website compliance Programme of workshops designed for families to access	website audit updates
Preparation for Adulthood	Expand the delivery of life skills and community access lessons as part of PfA sessions timetabled Evaluate support for families and pupils when transitioning out of school to appropriate destinations Continually review destinations date over three years Expand opportunities for real-life learning through community access, travel training, enterprise activities and work-related learning.	CC, SS, Phase Leads, ED	Ongoing	EHCP outcomes show progress towards independence Positive destinations data outcomes Improved pupil voice evidence demonstrating self-advocacy and choice-making. Families report confidence in transition planning and future pathways.	Destination data, EHCP AR paperwork reviews Timetable
Inclusive Leadership	Ensure all School Improvement priorities are evaluated through an inclusion and accessibility lens. Align accessibility objectives with the Inclusion Strategy, SEND Policy, Equality Objectives and Preparation for Adulthood implementation. Include accessibility considerations within all major strategic developments and processes. Monitor the experiences of identified vulnerable groups through leadership reviews and triangulated achievement data. Conduct inclusion-focused learning walks that evaluate participation, belonging, communication access and engagement. Promote teacher-led enquiry and evidence-informed approaches to removing barriers to learning.	MJ, ED, JT, SLT	Ongoing	Evidence in SIP and governor reports Accessibility considerations are routinely evidenced within leadership decisions, procurement processes and curriculum developments. External reviews recognise accessibility and inclusion as strengths of leadership and governance.	Governor scrutiny, Implementation plans, achievement data



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Consultation and Co-Production

The school will actively seek feedback from:

- Pupils
- Parents and carers
- Governors
- Staff
- Therapists
- External professionals

Consultation outcomes will directly inform accessibility priorities, environmental developments and communication improvements.

Monitoring Arrangements:

The plan will be reviewed annually and updated every three years.

Progress against this plan will be monitored through:

- Annual accessibility audits
- Inclusion learning walks
- Governor monitoring visits
- Pupil voice evidence



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- Parent and family feedback
- EHCP outcomes
- Participation and enrichment data
- Attendance information
- Health and safety reviews
- Feedback from Environment group meetings linked to School Improvement Priorities

Alignment with the Whole-School Inclusion Strategy

This Accessibility Plan is a key delivery mechanism for the school's Inclusion Strategy.

The plan contributes directly to:

- Promoting belonging and participation
- Removing barriers through inclusive policies and environments
- Supporting personalised pathways
- Strengthening family co-production
- Developing pupil voice and agency
- Ensuring all developments are reviewed through an inclusion lens

Accessibility is therefore understood as an integral component of the school's wider commitment to equity, dignity, aspiration and meaningful outcomes for all learners.

Equality Impact Statement

This plan supports the school's Public Sector Equality Duty by advancing equality of opportunity, eliminating discrimination and fostering good relations across the school community.

Responsibility

The Governing Body has overall responsibility for ensuring compliance with accessibility duties.

Operational responsibility rests with:

- Headteacher
- Deputy Headteachers
- SENCo/ Inclusion Lead
- Therapy Lead
- Strategic Business Lead
- Site Manager

All staff share responsibility for promoting accessibility, participation and inclusion.

Links to other Policies/ Strategies:

Inclusion Strategy
SEND Policy
School Implementation Plans
Behaviour is Communication Policy
Therapy Action Plan
Preparation for Adulthood implementation
SEF



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