

Accessibility Plan

2026 - 2029



The Hyde School

Approved by:	Philippa Saving	Date: February 2026
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Last reviewed on:	December 2025
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Next review due by:	February 2029
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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At The Hyde School all pupils and families are welcomed and included, regardless of background or any additional needs they may have. Strong relationships underpin everything we do at The Hyde and we want to be sure that our school is as accessible as possible to all members of the school community.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, staff, families and community councillors.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association as part of an academy trust.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current Good Practice	Objectives	Actions to be Taken	Person Responsible	Date to complete action by	Success Criteria
<p>Increase access to the curriculum for pupils with a disability.</p>	<p>Resources are tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Progress in learning is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>All children have opportunities to attend trips and workshops that enhance the curriculum.</p>	<p>Improve teachers' understanding of adaptive teaching strategies.</p> <p>Ensure curriculum planning reflects adaptive practice.</p> <p>Improve access to learning through appropriate resources.</p> <p>Improve deployment of teaching assistants to support adaptive practice.</p> <p>Monitor and evaluate the impact of adaptive practice.</p>	<p>Provide whole-staff CPD on adaptive teaching and inclusive classroom practice.</p> <p>Review and update planning templates to include explicit adaptations for pupils with SEND.</p> <p>Audit and provide adaptive resources (e.g., visual supports, assistive technology, modified texts).</p> <p>Provide guidance and training on effective TA support that promotes independence.</p> <p>Conduct termly review of pupil progress and pupil voice for pupils with disabilities.</p>	<p>SENCo</p> <p>Senco/Curriculum Lead</p> <p>SENCo/Class teachers</p> <p>SENCo/Curriculum Lead and Subject Leads</p> <p>SENCo/SLT</p>	<p>End of summer 2026.</p> <p>On-going</p> <p>On-going</p> <p>End of Summer 2026.</p> <p>Termly</p>	<p>Staff demonstrate increased confidence in adaptive strategies; CPD evaluations show improved understanding.</p> <p>Planning shows clear adaptations; learning objectives are accessible to all pupils.</p> <p>Lesson visits and learning walks show consistent use of scaffolds; pupils with disabilities engage successfully.</p> <p>Resources are available and used routinely; pupils can access tasks independently.</p> <p>TAs support learning without over-dependence; pupils remain actively engaged.</p>

	<p>The curriculum is reviewed annually to ensure it meets the needs of all pupils.</p> <p>Annual handover of information about all children occurs as part of the transition process to new classes for both teachers and support staff; transition booklets are made for children where necessary.</p> <p>Arrangements are made to ensure statutory assessments are accessible (e.g., large print, extra time).</p>					Evidence shows improved access, progress, and positive pupil feedback.
Improve and maintain access to the physical environment.	<p>A lift providing access to the upper floor, which can be programmed to remain open and ready for use.</p> <p>Stair edges fitted with contrasting nosings to clearly define step edges</p>	<p>Ensure safe evacuation for pupils and staff with mobility difficulties</p> <p>Monitor and review accessibility of the school environment</p>	<p>Purchase an evacuation chair for upper floors and provide training for relevant staff on its use</p> <p>Conduct a termly accessibility learning walk around the school to</p>	<p>Site Supervisor and Headteacher</p> <p>SENCO / Site Supervisor / Headteacher</p>	<p>Within 6 months</p> <p>Termly</p>	Evacuation chair is available; trained staff can confidently operate it during drills and emergencies; all upper-floor users can be evacuated safely

	<p>for visually impaired users, reduce the risk of trips, and provide improved slip resistance.</p> <p>All corridors and doorways are wheelchair accessible.</p> <p>Door handles on the corridor and main doors are installed at a lower height to support accessibility.</p> <p>Two designated disabled parking bays are available on site.</p> <p>Two accessible (disabled) toilets are provided: one on the ground floor and one on the upper floor.</p> <p>Changing facilities and a shower room are available within the school; however, these are not currently used by pupils.</p>	<p>Ensure safe and accessible transport for pupils with mobility needs</p> <p>Ensure classroom furniture and learning spaces are accessible for all pupils</p>	<p>review physical access, signage, doorways, corridors, classrooms, and any areas used by pupils with disabilities.</p> <p>Review current minibus accessibility. Explore options for accessible transport for pupils with disabilities (e.g., hiring accessible transport for trips or adapting the minibus). Develop a clear plan for how pupils with mobility needs will travel safely to off-site activities.</p> <p>Review classroom furniture and equipment to identify areas where height, layout, or design limits accessibility. Explore options for adjustable desks/chairs or alternative arrangements to meet individual needs. Implement</p>	<p>Headteacher / SENCO / Site Manager</p> <p>Headteacher / SENCO / Site Manager</p>	<p>Within 12 months</p> <p>Annually: Autumn term</p>	<p>Accessibility learning walk is completed each term; identified issues are addressed promptly; improvements are implemented, and the environment remains fully accessible for pupils, staff, and visitors</p> <p>All pupils, including those with mobility difficulties or other physical needs, can use furniture comfortably; classrooms are fully adaptable to meet individual access needs</p>
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	<p>Access is provided to low-arousal areas to support pupils with autism and/or sensory needs.</p> <p>The lockdown signal includes both a sound and a flashing blue light, ensuring it is accessible to pupils and staff with hearing or visual impairments.</p>		changes where possible to support inclusion.			
<p>Improve the delivery of information to pupils with a disability.</p>	<p>Visual scaffolds used in classrooms.</p> <p>Picture-based newsletters for families.</p> <p>Pupil briefings are read to the class with supporting pictures.</p> <p>The school website is enabled to translate languages, adjust colours, contrast, fonts, and allow zoom without text spilling; it is navigable via speech recognition</p>	<p>Ensure information is available in formats accessible to all pupils.</p> <p>Enhance classroom communication strategies.</p>	<p>Audit current resources.</p> <p>Ensure hearing loops are charged, serviced regularly, and staff are trained in its use.</p> <p>Train staff in clear verbal instructions, visual supports, symbols, and simplified language, including Makaton.</p> <p>Provide access to translations where appropriate, including BSL and Braille.</p>	<p>SENCo/SLT/admin</p> <p>Site Manager/SENCo & Advisory Teacher</p> <p>SENCo/SALT</p> <p>SENCo/admin</p>	<p>December 2026</p> <p>On-going</p> <p>On-going</p> <p>On-going</p>	<p>Pupils with visual or hearing impairments can access all key materials.</p> <p>Pupils with hearing impairments can access information effectively.</p> <p>Pupils understand instructions and can follow lessons independently.</p> <p>Pupils using different languages can access the curriculum and other key information.</p>

	<p>software and screen reader compatible.</p> <p>Use of coloured materials and contrasting sheets for dyslexic pupils.</p> <p>Letters, emails, and texts use simple, clear language.</p> <p>Staff support families in completing key documentation and accessing information.</p>	<p>Develop the use of assistive technology to support learning.</p>	<p>Audit current assistive technology already in use across the school.</p> <p>Provide staff training on assistive technology tools and their classroom use.</p>	<p>SENCo/Computing Lead</p> <p>SENCo/Computing Lead</p>	<p>End of Autumn 2028</p> <p>End of Spring 2028</p>	<p>Pupils use assistive technology to access lessons and complete tasks independently.</p>
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4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the headteacher together with the school leadership team.

It will be approved by the Elliot Foundation as the governing body for the school.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy.