



# Accessibility Plan

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## Summary of changes and reviews

Version	Date	Summary of amendments	By
1.0	September 2018	Initial version completed in 2018 by Mandy Davies (SENCO)	MD
2.0	May 2021	Version updated with current profile of the school. Additional targets added to action plan. Changed to annual review.	LC
3.0	June 2022	Version updated with current profile of the school. Additional targets added to action plan.	SS
3.1	September 2022	Version updated with current profile of the school.	SS
3.2	September 2024	Version updated with current profile of the school.	SS
3.3	September 2025	Version updated with new staffing and reviewed by new SENCo in post (September 2025)	RT

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# ACCESSIBILITY PLAN

## School context and admissions

This Policy applies to the entire setting including the EYFS and after school and holiday clubs. Copies of this policy are available for viewing and/or downloading on the school's network and website.

As a school we aim to sustain:

- teachers that have a knowledge of each learner's needs, providing an inspiring, challenging and supportive environment, who continually develop themselves and remain excited and passionate about teaching.
- a stimulating, balanced, diverse, engaging and relevant curriculum and opportunities to develop the whole child
- confident partnership with parents, in which parents are welcome to enjoy learning and school life.
- a school that is proud to be part of the community

This Accessibility Plan is delivered in ways which are determined after taking account of the pupil's disabilities and we would always refer to any preference expressed by them and their parents.

We have an admissions policy and criteria (available to view on our website) which states that:

"All candidates are given equal consideration regardless of race or creed. The nature of the school building presents some problems to any child with a physical disability, but pupils with such disabilities are not precluded from applying and being given equal consideration. Children with various medical conditions are well catered for. Boys and girls with specific learning disabilities are accepted provided they appear able to hold their own academically and socially; specialist help is offered after a further screening on entry."

Whilst Hatherop Castle School is committed to providing an environment that enables full curriculum access and values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs, sex, race, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity, it also required its potential pupils to reach a required entry standard. Regarding the physical nature of the building, we are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school, but much depends on the nature of the disability and each case will need to be reviewed on its merit.

In the academic year 2025-2026 Hatherop Castle School has five children with Education Health Care Plans. There are an additional 21 pupils on the SEN register who receive additional Special Education, pupils needs and provision is recorded through IEP's. There are a further 14 pupils who are on the SEND register. Pupils who are on the SEND register have a diagnosis of Special Educational Needs, provision is fully met through reasonable adjustments. Our school supports pupils with needs across all four broad areas of Special Educational Needs and Disabilities (SEND): Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health, and Sensory and/or Physical Needs. We are committed to ensuring that our environment, curriculum, and provision remain accessible and inclusive for all pupils, regardless of their individual needs. Our approach is flexible and responsive, enabling us to remove barriers and make reasonable adjustments to support each learner effectively. Some pupils have long-term medical conditions—such as asthma, diabetes, epilepsy or other health needs—that may meet the definition of

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disability within the Equality Act 2010. These conditions are recognised within our overall approach to accessibility; however, individual Health Care Plans are maintained separately in line with our Medical Needs Policy. These plans inform our reasonable adjustments and ensure that pupils with medical conditions are able to access the curriculum, physical environment and information effectively

There is one pupil on the EAL register who receives additional support. Throughout the academic year, other pupils may be admitted through a short term immersive English programme.

All our pupils are fully integrated into school life and participate in the whole curriculum including extra-curricular activities. All school trips are assessed, and medical/physical conditions accounted for. Parents complete medical questionnaires which are passed onto all staff for trips/sport etc.



We take a fully inclusive approach to our staff recruitment and aim to appoint the best person based on their skill set and qualifications, regardless of any disability he/she might have. We actively implement the school's equal opportunities policy for staff in the day-to-day management of Hatherop Castle School. We have a few members of staff with medical needs but none with any disabilities and all staff are provided with the necessary support for their roles. We regularly review our staff's needs to ensure these are being met.

## Improvements to access curriculum

Pupils receiving help from the Learning Enrichment Department staff (LED) are still candidates for full examinations offered by the school. In a few cases, where pupils may have severe and/or specific learning difficulties, we can cater for their needs, on the understanding that they move to an appropriate level of education or to an appropriate secondary school. We strive to provide pupils with special needs the greatest possible access to a broad and balanced curriculum alongside their peers. This includes pupils who have an EHCP, and for those whom English is an additional language. Staff are required to regularly review their teaching strategies, whilst supported by the LED Department, to ensure that any potential barriers to learning and participation by disabled pupils are removed. We support our teaching and non-teaching staff with a programme of in-depth training designed to raise their awareness of disabilities. We recognise and promote the importance of using language that does not offend amongst both staff, and pupils; ensuring that, wherever possible, positive examples of disability are portrayed in teaching materials.

All efforts are made to ensure any pupils with a disability have access to the wider curriculum, trips and residential. The school will endeavor to make reasonable adjustments when required; this is done case by case.

## Access to the environment

There is wheelchair access to the ground floor rooms in the main areas of the School; including the Castle, stable yard, specialist science labs and gym. Where there are a small number of internal steps on the ground floor, a ramp can be put in place.

On the second and third floors of the Castle, stable yard and art department, wheelchair access is not possible. It would be impractical to try to provide lift access due to the layout of the building, and possible serious objections to structural alterations to a listed building from English Heritage and other such bodies.

Despite the above, ground floor accessibility would allow a child, visitor or parent to access specialist computing and music lessons, as well as offering space for other lessons to be delivered on the ground floor. For temporary disability, we always consider moving lessons.

The games fields, astroturf, tennis courts and playgrounds are all located adjacent to the main building and are accessible for all pupils, staff and parents.

## Access to information

Accessibility of information available will be reviewed on a case by case basis; led by the SENCo. Where appropriate, advertisements will be printed in large font, as well key information provided for a child, visitor or parent. For students traveling from international countries, where appropriate, key information for parents and carers will be translated.



Examples of reasonable adjustments within lessons would be larger fonts, exercise books with coloured papers, visual prompts and so forth. Once again, needed adjustments will be reviewed on a case-by-case basis; led by SENCo.

## Monitoring and evaluation of the policy

All school policies actively promote the educational opportunities, welfare and inclusion of all pupils and are updated in response to changing needs. This monitoring includes all three aspect discussed in this plan

## ISI Regulatory Standards

The results of Hatherop Castle School continuous monitoring of the above has informed the action plan below which relates to the following ISI Regulatory Standards:

<b>ISI Regulatory Standard</b>	<b>Description</b>
Schedule 10 3(2) (a)	Increase the extent to which disabled pupils can participate in the school's curriculum;
3(2) (b)	Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school;
3(2) (c)	Improve the delivery to disabled pupils of information which is readily acceptable to pupils who are not disabled.
Part 1 1(b) (ii)	Does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
Part 2 5(b) (vi)	Encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equality act.



## Planning for the future

Hatherop Castle School Accessibility Plan will contain relevant and timely actions to:

Access curriculum	Increase access to the curriculum for any pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in
	accessing the curriculum where reasonably practical, at a reasonable cost and within a reasonable timeframe.
Access environment	Improve access to the physical environment of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education where reasonably practical, at a reasonable cost and within a reasonable timeframe;
Access information	Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information will be made available in various preferred formats where reasonably practical, at a reasonable cost and within a reasonable timeframe.

Whole school training will recognise the need to continue raising awareness for staff on equality issues with reference to the Equality Act 2010. We promote the importance of using language that does not offend amongst both our staff and our pupils and ensure that, wherever possible, positive examples of disability are portrayed in teaching materials.



## Action Plan 2025 - 2027

**Aim** – Increase the extent to which disabled pupils (including those with SEN) can participate in the school's **curriculum**.

Access To The Curriculum					
Target	Action Required	Lead	Resources Required	Outcome	Target Completion Date
<b>Short Term</b>					
To ensure strategies and procedures are in place so that all pupil's abilities are assessed on entry to the school and appropriate provision is made.	Relevant assessment materials according to need. Staff from Learning Enrichment Department are consulted on new starters and children joining Hatherop. Staff judgement is used against peers to inform, support and develop a child's progress	RT	SEN specific assessment papers Students work Team meetings to discuss new starters Previous pupil profiles & plans School reports	Appropriate support is put in place from the beginning of a child's journey at Hatherop	Ongoing
To ensure procedures are in place so that should a pupil's primary need change, staff are able to adapt teaching/curriculum appropriately and promptly.	Staff from Learning Enrichment Department to ensure any mid-term updated IEPs are shared with staff. Staff from Learning Enrichment Department to ensure that support is offered to staff, should it be required.	RT	LED meeting with parents and external professionals. IEP Reviews	Continuous education is provided to each student	Ongoing
To make appropriate provision for all pupils, including bilingual and overseas pupils, to access the whole curriculum.	Planning/input from staff for all pupil activities. Extended provision within the curriculum for EAL pupils	RT	EAL paperwork/guidelines from NJ Access to translation services Build agency/other contacts for translation services Vocabulary for subjects as needed Appropriate EAL assessment tools	All pupils able to access the curriculum	Annual



	Appropriate EAL assessment completed in order to determine areas of strength and areas to develop				
<b>Medium Term</b>					
To promote positive attitudes towards pupils and all others with disabilities.	PSHEE Curriculum SEND subject development including handbook for parents and staff Fundraising activities e.g. Children in Need Inclusive story time (Pre prep) Subject matter is differentiated and diverse.	RT	Aims/Values/Ethos Handbook for staff/parents Assemblies to broaden understanding Diverse and inclusive book lists sent to parents Raise awareness through specialist weeks; such as mental wellbeing; neurodiversity weeks etc.	High standards of courtesy, mutual respect and tolerance. Knowledge and understanding of disabilities to promote inclusive atmosphere and attitude.	Reviewed annually and planned for accordingly
To provide staff with training and development.	Ensure regular programme of inset and training as required through identification	RT	INSET/ Twilight training sessions Staff meeting updates	All staff are supporting children and differentiating appropriately to meet the needs of all abilities.	Annual
<b>Long Term</b>					
To ensure assistive technology/ resources are able to be provided to improve curriculum accessibility for all learners with disabilities.	PSHEE Curriculum SEND subject development including handbook for parents and staff Fundraising activities e.g. Children in Need Inclusive story time (Pre prep) Subject matter is differentiated and diverse.	RT	Aims/Values/Ethos Handbook for staff/parents Assemblies to broaden understanding Diverse and inclusive book lists sent to parents	High standards of courtesy, mutual respect and tolerance. Knowledge and understanding of disabilities to promote inclusive atmosphere and attitude.	Reviewed annually and planned for accordingly

**Access to Information**

<b>Target</b>	<b>Action Required</b>	<b>Lead</b>	<b>Resources Required</b>	<b>Outcome</b>	<b>Target Completion Date</b>
<b>Short Term</b>					
To ensure that all information/ communication is available in large print for those with a visual impairment	Information/ communication documentation to be printed in large text.  Case-by-case review	RT	Relevant communication/ information documentation Suitable paper	Transparent information available to all.	Ongoing
<b>Medium Term</b>					
To bring in an external trainer to train staff on the Assistive Technology systems available for pupils with SpLD.	Ensure programme of inset and training as required through identification	RT	INSET/ Twilight training sessions Staff meeting updates External Trainer	Knowledge and understanding of disabilities to promote inclusive atmosphere and attitude.	Ongoing
<b>Long Term</b>					
To provide a range of information leaflets for parents of specific learning differences	Collaboration of SEN information SEN Trends across Hatherop Castle to be identified.		Relevant communication/ information documentation Suitable paper	Knowledge and understanding of disabilities to promote inclusive atmosphere and attitude.	July 2027
To hold a SEN conference for a group of Wishford School	Collaboration of availability SEN Trends across Wishford group to be identified Appropriate plan in accordance to above information to be created.		Relevant communication/ information documentation Suitable space and time.	High standards of courtesy, mutual respect and tolerance. Knowledge and understanding of disabilities to promote inclusive atmosphere and attitude.	July 2027

### Access to the Physical Environment

As identified above, Hatherop Castle, and the majority of the site is Grade II Listed, which means that the majority of our site and buildings can be problematic to disabled access. We do, however, make every attempt we can to make reasonable adjustments for disabled access. This includes adjustments which are financially and structurally possible, and those adjustments which are of a very short-term nature. For example, we will provide auxiliary aids as and when required. In planning development or improvements to our facilities, we also seek to ensure that new developments will include good disabled access.

Target	Action Required	Lead	Resources Required	Outcome	Target Completion Date
<b>Short Term</b>					
To increase stock of resources such as wobble cushions, footrests etc for staff to draw on in order to support children	An individual review Support from external professionals	RT	Case by case review	Additional needs supported; therefore greater engagement within the curriculum.	Ongoing
To provide physical aids to support those in wheelchairs access to the lower level of the castle	An individual review Support from external professionals	RT	Case by case review	Additional needs supported therefore greater access to wider curriculum.	Ongoing
<b>Medium Term</b>					
To explore the use of physical aids such as hand rails, fluorescent taping on stairs throughout the whole building	An individual review Support from external professionals	RT	Case by case review	Additional needs supported therefore greater access to wider curriculum.	Ongoing
<b>Long Term</b>					