Hope School, College and Provision Access Plan.

Policy reviewed annually by the Headteacher and Governors.

Accessibility Plan 2026–2029
Hope School and College
Accessibility Plan

Introduction

This Accessibility Plan has been developed in accordance with the Equality Act 2010. It demonstrates the school's commitment to ensuring that all pupils, staff, parents, carers and visitors can participate fully in school life regardless of disability.

As a specialist school for pupils aged 2–19 with severe, profound and complex learning needs, accessibility is embedded within our ethos and daily practice. We strive to remove barriers to learning, communication and participation by providing an inclusive environment where every learner can achieve their full potential.

This plan should be read alongside the school's:

Equality Information and Objectives
SEND Policy
Health and Safety Policy
Behaviour Policy
Curriculum Policy
Premises Management Plan

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

Aims

The school aims to:

Increase access to the curriculum for our pupils.
Improve the physical environment to enable our pupils to take greater advantage of the curriculum.
Improve the availability of accessible information for pupils, parents, carers, staff and visitors.

Our School

Hope School and College provides specialist education for pupils aged 2–19 with a range of needs including:

Severe Learning Difficulties (SLD)
Profound and Multiple Learning Difficulties (PMLD)
Autism Spectrum Condition (ASC)
Complex Medical Needs
Physical Needs
Speech, Language and Communication Needs
Sensory Processing Difficulties

Many pupils require personalised communication systems including:

Signalong
Symbols
Communication boards
Objects of Reference
Visual timetables
Technology including AAC (Augmentative and Alternative Communication) devices

The school environment is designed to promote independence, communication and wellbeing.

Current Good Practice

The school already provides:

A bespoke Curriculum
Personalised learning pathways.
Individual Development Plans and EHCP (Education, Health and Care Plan) targets.
Differentiated / adapted teaching.
Specialist communication strategies.
Sensory curriculum.
Therapeutic interventions.
Multi-disciplinary working with therapists.
Accessible educational visits.
Assistive technology.

Specialist equipment.
Individual timetabling.
Individual risk assessments.

Physical Environment

The school provides:

Level access throughout where possible.
Accessible toilets.
Hygiene/changing facilities.
Hoists.
Height-adjustable changing beds.
Wide corridors.
Accessible parking.
Automatic doors where appropriate.
Sensory room.
Therapy space.
Medical room.
Specialist classroom furniture.
Safe outdoor learning environments.
Accessible playground equipment.