



**The Park Federation Trust Academy
Hannah Ball Academy
Accessibility Plan 2026-2028**

Hannah Ball Academy

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Vision Statement

In accordance with the Equality Act 2010, Hannah Ball Academy is committed to ensuring that no pupil, staff member, or visitor is unlawfully discriminated against on grounds of disability, sex, race, religion or belief, sexual orientation, or any other protected characteristic. The Equality Act defines a person as disabled if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This Accessibility Plan is a statutory requirement and will be reviewed every three years or sooner if operational needs dictate. It is approved by the Governing Body and monitored by the Senior Leadership Team (SLT). The plan supports our vision to provide an inclusive, inspiring, and safe learning environment where all children thrive.

Aims

Our Accessibility Plan focuses on:

- Increasing access to the curriculum for pupils with disabilities, medical conditions, or other access needs.
- Improving the physical environment to enhance access for all members of the school community.
- Enhancing the delivery of information to pupils, staff, parents/carers, and visitors in accessible formats.

Legal Context and Monitoring

1. The plan complements the school's Equality Objectives and will be published on the school website.
2. The Local Authority monitors compliance with the Equality Act 2010, particularly Schedule 10 on Accessibility.
3. Ofsted inspections may include review of the Accessibility Plan as part of evaluating the school's compliance.
4. The school works in partnership with the Local Authority to develop, implement, and review this plan.

Commitment to Inclusion

Hannah Ball Academy is dedicated to:

- Providing full curriculum access that values and includes all pupils, staff, parents, and visitors regardless of their needs.

- Adhering to the principles of the Equality Act 2010 and fostering a culture of inclusion, support, and awareness.
- Anticipating and making reasonable adjustments to accommodate disabilities in curriculum, environment, and information delivery.

Key Areas of Focus

1. Curriculum Access

- Adapt teaching and learning approaches to meet diverse needs, including specialist or auxiliary aids.
- Ensure participation in wider curriculum activities (e.g., clubs, trips) is fully inclusive.
- Regularly review and update curriculum provision to address barriers and support individual needs.

2. Physical Environment

- Maintain and improve physical access, including ramps and aids, to ensure all areas are accessible.
- Address specific challenges such as stairways and steps with portable ramps as needed.
- Ensure safety and accessibility during extracurricular activities and social times.

3. Information Delivery

- Provide information in accessible formats tailored to individual needs (e.g., large print, audio).
- Communicate effectively with pupils, parents, and staff to ensure understanding and engagement.
- Respond promptly to requests for alternative formats or communication methods.

Staff Training and Awareness

- Ongoing training for staff and governors on equality, disability awareness, and inclusive practices.
- Embed awareness of the Equality Act 2010 in professional development and governance responsibilities.

Related Policies

This plan should be read alongside:

- Health & Safety Policy
- Special Educational Needs Policy
- Supporting Children with Medical Conditions and Administration of Medicines Policy
- Trips and Residential Visits Policy

Physical Accessibility Audit

- The school will conduct an accessibility audit prior to the end of this plan period to inform the next plan.
- Some improvements may roll forward if not feasible within the current plan timeframe.
- The Governing Body retains responsibility for overseeing accessibility improvements.

The Local Offer

The Children and Families bill (April 2014) outlined the Government’s plans to require Local Authorities to publish information about their services and provisions for education, health, and social care for children and young people aged 0 -25 with Special Educational Needs and Disabilities (SEND). The purpose of the local offer is to enable families to see more clearly what services are available for children with SEND in their local area and how to access them. The Buckinghamshire Local Offer for Special Educational Needs can be found at:

<https://familyinfo.buckinghamshire.gov.uk/send/>

Our school’s contribution to this offer is outlined below:

Area	Response
<p>Special Educational Needs Policy</p>	<p>Hannah Ball Academy aims to provide pupils with special educational needs with the same quality of education and access to learning and activities as for all its pupils so that they are able to meet their full potential.</p> <p>Our Special Educational Needs Policy can be found on our school website</p> <p>Policies linked to the SEND policy – Equality Policy and Accessibility Plan, Equal Opportunities, Behaviour and Anti Bullying, Intimate Care Policy, Positive Handling Policy and Mental Health and Wellbeing Policy.</p> <p>We are able to support pupils with a varying degree of difficulty over a range of needs from:</p> <ul style="list-style-type: none"> ✓ Speech and Language and Communication Needs ✓ Moderate Learning Difficulties ✓ Sensory and Physical Impairments e.g. hearing and visual difficulties ✓ Physical Disability ✓ Social and Emotional Difficulties ✓ Autism Spectrum Disorder/Attention Deficit Hyperactivity Disorder
<p>Identification and Assessment of Special Educational Needs</p>	<p>At Hannah Ball Academy, we believe that early identification of a pupil’s needs is crucial to being able to offer the help the child needs to overcome their difficulties and to make progress with their learning as early support can often help children to succeed.</p> <p>Children may be identified as having a special educational need by:</p> <ul style="list-style-type: none"> ✓ Concerns raised by parents/carers ✓ Concerns raised by teachers/staff, including previous schools ✓ Lower than expected levels of achievement ✓ Information shared by professionals such as health professionals, speech and language therapists or educational psychologists etc.

	<p>In the early stages teachers are best placed to assess the child’s progress and highlight areas where support may be needed.</p> <p>Pupils who are not making progress and for whom teachers are concerned, are discussed with Senior Leaders and their progress is monitored at regular inclusion meetings.</p> <p>Interventions and or support are put in place and the impact of the support is reviewed after 6 weeks. Next steps are discussed and put in place as appropriate.</p> <p>When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.</p> <p>The special needs support staff have regular meetings with professionals such as Educational Psychologists, Speech and Language Therapists and health services where the needs of pupils are discussed and information is shared. The professionals can offer advice or more direct support.</p>
<p>Involving Parents and Children in the Planning and Reviewing of Progress</p>	<p>At Hannah Ball Academy we respect and value children’s views. We aspire to develop children’s confidence to enable them to have a voice and share their opinions. Children are able to communicate their feelings and opinions by whichever medium they feel most comfortable with e.g. using visual aids, drawing pictures, signing, writing, or using speech.</p> <p>Parent’s views, their knowledge and experience of their child are invaluable to us in providing a fuller picture of their child’s abilities and needs. Parent’s views and opinions are sought at every step.</p> <p>Interpreters can be provided for any parent needing this facility to enable them to take part in discussions and meetings about their child’s special educational needs.</p> <p>When a child has been identified as having particular difficulties in making progress or accessing the curriculum a SEND Support Plan (SSP) may be used. These plans set out small achievable targets which help the child to reach their end goals. These plans are shared with both parents and the child, and the progress towards meeting the targets are reviewed twice each term.</p> <p>Parents of pupils with special educational needs are also invited to regular parent’s evenings but are welcome to request a meeting at any time to discuss their child’s progress.</p> <p>Parents may be asked to attend meetings with outside agency professionals who might be supporting the school or working directly with their child to discuss the impact of the support and the child’s progress.</p> <p>We will formally notify parents when it is decided that a pupil will receive SEN support.</p>
<p>Assessing and reviewing pupils’ progress towards outcomes</p>	<p>We will follow the graduated approach and the four-part cycle of - Assess, plan, do, review</p> <p>The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil’s needs. This will draw on:</p> <ul style="list-style-type: none"> ✓ The teacher’s assessment and experience of the pupil ✓ Their previous progress and attainment or behaviour

	<ul style="list-style-type: none"> ✓ Other teachers' assessments, where relevant ✓ The individual's development in comparison to their peers and national data ✓ The views and experience of parents ✓ The pupil's own views ✓ Advice from external support services, if relevant <p>The assessment will be reviewed regularly.</p> <p>All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.</p>
Transitions	<p>At Hannah Ball Academy we make every attempt to make the transition points through a child's school career as smooth as possible. For some children detailed transition plans are required over and above the schools usual transition procedures listed as follows:</p> <p><u>Entering into Reception :-</u></p> <ul style="list-style-type: none"> ✓ Home visits from Reception Staff ✓ Introductory visits ✓ Liaison with Nurseries and their staff ✓ Phased entry <p><u>Between Year groups :-</u></p> <ul style="list-style-type: none"> ✓ Half day transition visit to new class to meet new teacher <p><u>Moving on to Secondary School: -</u></p> <ul style="list-style-type: none"> ✓ Year 7 Heads of year visit Year 6 classes ✓ Secondary SENDCo meets with primary SENDCo ✓ Transition day visit to new secondary school ✓ Extra transition visits as required <p>For pupils with special educational needs extra meetings to share information between teachers, parents and the SENDCo can be arranged. Other additional arrangements might include:</p> <ul style="list-style-type: none"> ✓ Transition books ✓ Transition photo albums ✓ Transition focus groups ✓ Pupil Passports and SEND support Plans shared with new teacher ✓ Additional visits to new class prior to or post transition day ✓ Additional visit to secondary school prior to transition day with staff from primary school e.g. LSA/SENDCo ✓ Transition plan outlining strategies and timeline of support
Teaching and Learning	<p>Children learn and develop at different rates and have their own particular strengths and difficulties. We aim to meet the needs of all our learners by delivering outstanding teaching and classroom practice. Teachers are responsible and accountable for the progress and development of all the pupils in their class.</p> <p>A variety of strategies and systems are in place to support those pupils who are at any time finding it more difficult to achieve and succeed with their learning. These strategies often include, differentiating the lessons and adapting the resources so that all children can access the curriculum. Additional adult support or alternative interventions are often available to</p>

	<p>ensure that the children develop their confidence and are able to make steps of progress towards meeting their targets.</p> <p>For those children who have been identified as having special educational needs which may hinder their learning the school is able to draw up on its own expertise or that of specialist outside agencies to provide extra provision via:</p> <ul style="list-style-type: none"> ✓ Differentiated planning and teaching of the curriculum. ✓ Small group work during the lesson with the teacher or a learning support assistant. ✓ Small group work outside the lesson to focus on specific and targeted areas of learning ✓ Individualised learning support ✓ Support with behavioural needs ✓ Speech and Language development ✓ Support with social or emotional needs ✓ Support through our intervention and break out space – The Butterfly Room (this provision is temporary and partial and NOT a permanent educational home) ✓ Emotional Literacy Support Assistants (ELSA)
<p>Adaptations to the curriculum and learning environment</p>	<p>We make the following adaptations to ensure all pupils’ needs are met:</p> <ul style="list-style-type: none"> ✓ Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc. ✓ Adapting our resources and staffing ✓ Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc. ✓ Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
<p>Additional Support</p>	<p>For some children with special educational needs the involvement of specialist outside agency support will be needed. Parents will be involved in the referral process and referral will only proceed with parental permission. This support may be sought from any of the following agencies who support schools in Bucks:</p> <ul style="list-style-type: none"> ✓ Speech and Language Therapy Service (SALT) ✓ Educational Psychology Service (EPS) ✓ School Nursing Service ✓ Primary referral Unit (PRU) ✓ Special Educational Needs and Disability Information, Advice and Support service (SENDIAS) ✓ Early Year Support team ✓ Physiotherapy and Occupational Therapy Services ✓ Child Bereavement UK ✓ Children and Adolescents Mental Health Service (CAMHS) ✓ Children’s Services - Social Care ✓ Children Looked After service ✓ Emotionally Based School Non Attendance team (EBSNA) ✓ Educational Psychology Service (EPS)
<p>Expertise and training of staff</p>	<p>Our SENCo, Ruby Mawdia holds the National Award for SEND Co-ordination and has years of experience working with children with SEND. Mrs Mawdia is the Designated Safeguarding Lead (DSL) for Hannah Ball Academy and holds a Level 3 certificate.</p>

	<p>Various members of staff have training in or experience of working within a number of specialist areas:</p> <ul style="list-style-type: none"> ● Supporting children with difficulties with social skills or behaviour ● Supporting children with Autism Spectrum Disorder (ASD) and Attention Deficit Hyperactivity Disorder (ADHD) ● Supporting children with social and emotional needs ● Supporting children with Speech and Language and Communication needs ● Supporting children with fine or gross motor needs ● Distinguishing between EAL needs and SEND needs ● Providing literacy interventions sessions ● Providing numeracy interventions sessions
<p>Keeping up to Date With Knowledge and Skills</p>	<p>At Hannah Ball Academy all staff are welcome to attend any of the regular staff INSETs where staff can develop their skills and knowledge.</p> <p>Where children have been identified with specific conditions every attempt is made to provide training specifically for the teacher and support staff responsible for the child as well as whole school training where it is considered to be beneficial.</p> <p>Member's staff at Hannah Ball Academy attend training to further develop their own areas of expertise.</p>
<p>Securing equipment and facilities</p>	<p>The type of support, equipment and facilities needed to support children with SEND is led by the child's individual need and is assessed on an individual basis. Where a child has an Education, Health Care Plan, we will endeavour to meet the needs of this plan by securing all necessary equipment, resources and facilities.</p>
<p>Evaluating the effectiveness and impact of SEN provision</p>	<p>We evaluate the effectiveness of provision for pupils with SEND by:</p> <ul style="list-style-type: none"> ✓ Reviewing pupils' individual progress towards their goals each half term ✓ Reviewing the impact of interventions after 6 weeks ✓ Using pupil questionnaires ✓ Monitoring by the SENDCo ✓ Using Child Centred Plans to measure progress ✓ Holding annual reviews for pupils with EHC plans <p>What positive impact does our provision have?</p> <ul style="list-style-type: none"> ✓ Children at Hannah Ball Academy feel valued, happy, safe and respected. ✓ Behaviour at Hannah Ball Academy is exemplary and diversity is celebrated. ✓ Children demonstrate high levels of engagement in activities, developing their speaking, listening and social skills. ✓ Children with SEND make good progress at Hannah Ball from their starting points due to the use of resources and small group intervention which meets the needs of the pupils. ✓ Children's individual targets from speech and language reports, educational psychology reports, EHCPs, etc. are met. ✓ On leaving Hannah Ball Academy, children with SEND have developed good independence and life skills.
<p>Extra Activities</p>	<p>Children at Hannah Ball Academy are encouraged to attend Extra Curricular activities and trips regardless of any disability or difficulty they may have. The school will make reasonable adjustments to include all its pupils in the extra activities and trips on offer.</p>

	<p>Thorough risk assessments are carried out to identify any areas of risk or potential difficulty before the trip or activity takes place. Individual Risk Assessments are carried out for those pupils who may require additional support to access an extra activity or trip.</p> <p>Additional funding for additional support to enable pupils with Education Health Care Plans to participate can be sought.</p>
<p>Meeting Social and Emotional Needs</p>	<p>One of Hannah Ball Academy's main aims is to develop the self-esteem and confidence of all of its pupils and to promote wellbeing. All staff are responsible for the emotional and social development of the children in their care.</p> <p>The school has a zero tolerance approach to bullying. We promote and maintain high expectations at all times. You can find our Anti-Bullying Policy and a positive Behaviour Policy on our website.</p> <p>During lessons such as PSHE and through assemblies, pupils are encouraged to be kind and considerate towards each other, to be well mannered and to treat all the school users with respect and courtesy.</p> <p>Children are taught about bullying (what it is, what causes it and how to deal with it if it occurs).</p> <p>For those pupils who need extra support to manage their feelings, anger and social skills we are able to offer support from our Emotional Literacy Support Assistant (ELSA). Where this level of support is not sufficient and the school requires more advice we are able to draw upon one of the outside agencies e.g.</p> <ul style="list-style-type: none"> ✓ Educational Psychology Service (EPS) ✓ Social, Emotional and Behavioural Difficulties Outreach Service (SEBDOS) ✓ Child and Adolescents Mental Health Service (CAMHS) ✓ Children's Services - Social Care ✓ Children Looked After service ✓ Mental Health Support Team (MHST) ✓ School Nursing Team
<p>Feedback, Compliments or Complaints</p>	<p>Parents are invited to regular review meetings where they are able to ask questions about, or comment on the support their child is receiving.</p> <p>If concerns are not able to be addressed in this way parents are welcome to make additional appointments with the SENDCo or the Principal. We also welcome written feedback about how well we are doing.</p> <p>The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:</p> <ul style="list-style-type: none"> ✓ Exclusions ✓ Provision of education and associated services ✓ Making reasonable adjustments, including the provision of auxiliary aids and services
<p>Contact details of support services for parents of pupils with SEN</p>	<p>SENDIAS Buckinghamshire Help and advice for children and young people with special educational needs (SEN) or disabilities The Buckinghamshire Special Educational Needs & Disability Information, Advice and Support Service (SENDIASS) offers impartial information, advice and support to children and young people with special educational needs or disabilities.</p>

	<p>The SENDIASS team is available from 9am to 5:00pm, Monday to Friday.</p> <p>Telephone: 01296 383 754 Email: sendias@buckinghamshire.gov.uk Website: Information, advice and support on all matters related to SEND Buckinghamshire Council</p>
Helpful Contacts	<p>Where parents or pupils have concerns the key members of staff at the school to support with this are:</p> <p>Mrs L Machingauta –Principal Mrs K Elphinstone – SEND Governor Mrs R Mawdia – SENCo and Designated Safeguarding Lead</p>
The local authority local offer	<p>Our local authority’s local offer is published here: https://familyinfo.buckinghamshire.gov.uk/send/</p>

Complaints Procedure

- The school prioritises partnership with parents to address access needs collaboratively.
- Initial complaints handled by the Principal; unresolved issues escalated to SEND Governor or Chair of Governors.

This policy and information report will be reviewed annually by Ruby Mawdia (SENDCo). It will also be updated if any changes to the information are made during the year.