

## SEND Accessibility Plan Sept 2025

Next planned review date Sept 2026

### Purpose of the plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

### Definition of disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

### Key Aims

To increase and eventually ensure that pupils/students and the wider school community with a disability have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

### Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
  - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
  - Not to treat disabled pupils less favourably
  - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
  - To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010
- Our setting
  - recognises and values the young person's knowledge/parents' knowledge of their child's disability
  - recognises the effect their disability has on his/her ability to carry out activities,
  - respects the parents' and child's right to confidentiality

The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

## Planning duty 1: Curriculum

Hub councils should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers

	Issue	What	Who	When	Outcome	Review Date
<b>Short Term</b>	Some pupils with SEMH needs are not able to access all lessons.	Pupils are provided with a secure, safe learning environment where relationships are placed at the heart of all they do, in order for them to begin to feel able to access the curriculum.  Classrooms are clear, tidy and clutter free creating feelings of calm and orderly classrooms.	Class Teachers HOS SENDCO	Autumn 25 -26  Ongoing monitoring	Classrooms are welcoming places where pupils' feelings of safety are nurtured	Summer 25 -26
<b>Medium Term</b>	Some pupils with SEMH needs can find school attendance tricky	Work with external agencies to develop early morning clubs for pupils  Implement therapeutic intervention for pupils  Allow 'soft' starts for pupils which do not impact upon attendance	SENDCo  HOS  Attendance officer	Ongoing	Breakfast club implemented – invite only.  Whole school TIS approach  'Soft Starts' for some pupils when needed in place  Reasonable adjustments made to uniform for some pupils	Summer 25 -26
<b>Long Term</b>	SEND pupils are enabled to access all curriculum areas through a well designed curriculum offer for all	Curriculum design is deliberate and well thought out to have embedded SEND support strategies throughout so that the majority of pupils can access the whole curriculum content through a scaffolded offer,	SENDCO Subject leaders Curriculum lead	Spring 25 - 26	Curriculum has been well developed and majority of pupils are accessing the same curriculum as their peers. A clear rationale for differentiation is in place across the school.	Summer 25 -26

## **Planning duty 2: Physical environment**

Hub councils should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome	Review Date
<b>Short Term</b>	Classrooms optimally organised for pupils/students with a physical disability	Staff continue to work with SENDCo and other professionals to ensure classroom environments are accessible to all.	SENDCo HoS SLT Teachers T.As	Autumn 25 - 26	SEND pupils will make progress in line with their starting points.	Spring 25 -26
	Classroom interiors adapted to ensure access to all areas for pupils/students with sensory needs	Staff to continue to develop the use of sensory auditing to ensure the needs of all pupils are met. e.g. using drapes to reduce noise levels and removing clutter to ensure safe access?  Classes are free of clutter and are kept tidy at all times.  Furniture, displays and equipment is respected and looked after by all.	HoS SENDCo Teachers TA's Pupils	Autumn 25-26 Non negotiables list devised for displays including the use of neutral backing paper.  Staff advised to complete a checklist where pupils with sensory issues will be based.	Classrooms are free of clutter and are calm quiet spaces where children can access a sensorially appropriate learning experience.	Spring 25 - 26
<b>Medium Term</b>	Emergency and evacuation systems accessible to all e.g. do alarms have both visual and auditory components?	All alarms to be both auditory and visual to ensure all learners can be informed of emergency situations.	SENDCo HoS Estates team	Autumn 25 - 26	Some visual alarms are fitted in communal areas. Some visual alarms still to be fitted in classrooms.	Spring 25 - 26
<b>Long Term</b>	Pupils with SEND are consulted regarding the	Pupils with SEND form part of the school council/dream team and	HoS SENDCo	Autumn 25 - 26	Pupils voice is more prominent in all areas across the school	Ongoing review

	accessibility of classrooms, toilets and changing facilities etc.	their pupil voice is considered in all areas across the school.	School Council Lead Teacher		including the voice of SEND pupils.	
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### **Planning duty 3: Information**

Hub councils should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

	Issue	What	Who	When	Outcome	Review Date
<b>Short Term</b>	Pupils with SEND are consulted regarding the accessibility of information which is directly aimed at them, including but not limited to; Google classroom, new whole school initiatives, Oxford Owl, Times Table Rock stars, text books etc.	Pupils with SEND form part of the school council / Dream team and their pupil voice is considered in all areas across the school.	HoS SENDCo School Council Lead Teacher	Autumn 25 - 26	Pupils voice is more prominent in all areas across the school including the voice of SEND pupils.	Ongoing review
<b>Medium Term</b>	Work with parent/carers and young people to ensure that the website is presented in a family friendly way	Consult parents / Carers on the school website in questionnaire and how accessible they find it.	SENDCo	Spring 25 - 26	Parents and Carers have an input into how information on the school website is presented to them so it is more accessible.	Spring 25 -26 review responses and adapt if required.
<b>Long Term</b>	Information available and accessible in a variety of formats including - 'easy read' - large print - symbols –	Admin team to provide core information for parents and carers in a variety of suitable formats. These should be available in the school office.	HoS SLT SENDCo Admin team	Autumn 25 - 26  Discussion on what information can be made available in various formats.	Parents / Carers can access vital information easily.	Ongoing

	alternative languages.			Plan to roll out for Summer 2026		
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