

## ACCESSIBILITY PLAN (SENDA) for APRIL 1<sup>st</sup> 2017 – August 2025)

This plan is written under the requirements of the Special Educational Needs and Disability Act 2001 (and the Equality Act 2010) and sets out the school strategy on improving access for disabled students (including those with learning difficulties) from April 1<sup>st</sup> 2017 to August 31<sup>st</sup> 2025. It covers three aspects:

- a. increasing the extent to which disabled students (including those with special educational needs) can participate in the whole curriculum
- b. improving the provision to disabled students of information which is already in writing for students who are not disabled
- c. improving the physical environment of the school in order to increase the extent to which disabled students are able to take advantage of education and associated services offered by the school

The School is committed to meeting the full requirements of the act and providing access as defined above. The School will not treat disabled students less favourably and will take reasonable steps to avoid putting disabled students at a substantial disadvantage in matters of admission and education. See also the School policies on Equal Opportunities, Admissions and SEND.

Aspect	Target	Strategies	Outcome	Timeframe	Goals Achieved
a	Identification of students with barriers to learning.	<ul style="list-style-type: none"> <li>• Consult with Head of of Personalised Learning/SEND/CO, Heads of Year, Deputy Head (Academic) and all Staff to gain assessments and feedback on individual students.</li> <li>• Look at EHCPs and Learning Profiles for current students with SEND and look at information given on prospective students.</li> <li>• Consult with HoDs re any areas of their curriculum which pose difficulties for particular SEND students.</li> <li>• Carry out screening for new Year 7 students and Year 9 students to identify any potential SEND issues</li> <li>• Follow up tests and screening conducted by Head of</li> </ul>	<ul style="list-style-type: none"> <li>• Staff to be aware of specific barriers to learning of individual students and students added to PIN register</li> <li>• Staff to differentiate teaching delivery to maximise opportunity for learning to be achieved.</li> <li>• Personalised Learning staff to offer advice on how best to support these students; and to assess the results of the screening, identify students who need support and put appropriate support in place.</li> <li>• Adjustments made to</li> </ul>	On-going	2023: Updating the processes by which students are screened and supported by all staff



Aspect	Target	Strategies	Outcome	Timeframe	Goals Achieved
		Personalised Learning as appropriate	teaching methods, as necessary, in order to increase access for all.		
b	Resources to be accessible to all	<ul style="list-style-type: none"> <li>Teachers to be aware of student needs, enlarging, printing on special colours or modifying as appropriate, the written material in their lessons.</li> <li>Teachers to be aware of any reasonable adjustments for students in their classes and to implement them</li> <li>PIN regularly reviewed and updated by specialist staff in consultation with students and teachers</li> <li>Staff Training (18-09-2023)</li> </ul>	<ul style="list-style-type: none"> <li>Everyone catered for appropriately</li> <li>Learners can access T &amp; L resources</li> </ul>	On-going	2023: updating of teaching material available to staff
b	Exam scripts to be accessible to all	<ul style="list-style-type: none"> <li>Head of PL/SENCO &amp; Exams Officer to liaise with Exam Boards, enlarging or modifying scripts as appropriate or ordering of braille papers</li> <li>SENCO and Exams Officer to liaise with students and parents/carers to accommodate any specialist equipment that may be required for particular students e.g. special support chairs, support boards.</li> <li>HoDs and HOYs to ensure internal exams are likewise accessible to all.</li> <li>Extra time arranged as appropriate for internal and external exams, including entrance exams, in line with JCQ guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>Exams presented to students in a way which all can access.</li> <li>Appropriate lengths of time available for all students.</li> </ul>	On-going  On-going	2023: further improvements in systems and communications



Aspect	Target	Strategies	Outcome	Timeframe	Goals Achieved
b	Exams to be accessed in the best way for all students.	<ul style="list-style-type: none"> <li>• Head of PL (SENCO) to liaise with Exams Officer re special access to exams (eg if student needs to do exams on computer or needs a script writer, reader, scribe, etc).</li> <li>• Arrangements put in place for students who have emotional difficulties e.g., separate room; prompters and or separate room for students who have a diagnosis of ADHD or concentration issues.</li> <li>• Arrangements, as appropriate, put in place for transcripts for students who have poor speech or poor handwriting</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate access to exams.</li> </ul>	Ongoing	Achieved and on-going
c	Improve access to the physical environment via designated areas over successive financial years using School Master Plan as a model.	<ul style="list-style-type: none"> <li>• Review of capital funding to support this programme.</li> <li>• Agree on the next areas of the School which would benefit from increased access.</li> <li>• Plan the implementation.</li> <li>• Recommissioning of the toilet near the Sports' Field to support pregnant staff and those students with particular need</li> </ul>	<ul style="list-style-type: none"> <li>• Increased accessibility to all areas of the School.</li> <li>• Eventual outcome is to have ease of disabled access for all throughout the site</li> <li>• People have better access to toilet facilities when out on the back field</li> </ul>	<p>August 2024</p> <p>January 2024</p>	Achieved (e.g. in the New Wing with Lift providing access to all floors, and disabled fire refuge facilities etc) and on-going



Aspect	Target	Strategies	Outcome	Timeframe	Goals Achieved
c	Ensure all students have access to co-curricular visits and activities	<ul style="list-style-type: none"><li>• Include vulnerable students on Risk Assessments – leaders to liaise with pastoral or PL dept to find ways to support the needs of specific individuals. Individual R.As prepared as appropriate in conjunction with parents/carers</li><li>• Medical advice to be sought for complex cases to ensure safety and accessibility of activities and trips where necessary</li><li>• Deployment of extra, trained staff where appropriate to support individuals</li></ul>	<ul style="list-style-type: none"><li>• Appropriate access to co-curricular visits and activities for</li></ul>	Now and ongoing	2023 – this is much improved with vulnerable students routinely added to RAs. and individual RAs completed as necessary. Deployment of experienced pastoral staff on visits to support students e.g. student supported on Drama trip to NY in 2023.

*The Governing Body is ultimately responsible for the effective oversight, review and amendment of this policy and understands its legal obligation to do so.*

This document will be reviewed and updated annually by the Head or as events or legislation requires.

Next scheduled review date: August 2025 Last reviewed: Sept 2024	
Key updates in this version:	<ul style="list-style-type: none"><li>• N/A</li></ul>