SANDY SEC0NDARY SCHOOL
ACCESSIBILITY PLAN 2024-2027

Introduction

The Equality Act 2010 came into force on 1st October 2010 and replaced all existing equality legislation, including the Disability Discrimination Act (DDA). The effect of the law is the same as the previous legislation, in that "schools cannot unlawfully discriminate against students because of their sex, race, disability, religion or belief and sexual orientation."

Advice from the Department for Education (DfE) on the Equality Act 2010 explains that schools must have an accessibility plan to comply with the Act, just as they did under the DDA. Ultimately, as a school we must:

1. Carry out accessibility planning, removing barriers for disabled students. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010

2. Increase the extent to which disabled students can participate and achieve in the curriculum, including staff development where necessary.

3. Improve the physical environment of schools to enable disabled students to take better advantage of education, benefits, facilities, and services provided.

4. Improve the availability of accessible information to disabled students.

We will also need to have regard to the necessity to provide adequate resources for implementing plans and must regularly review them. An accessibility plan may be a freestanding document but may also be published as part of another document such as the school development plan or SEND Information Report. It is a requirement that the school's accessibility plan is resourced, implemented, reviewed, and revised, as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The school will endeavour to meet the highest expectations of its students, parents, and guardians, as well as making the community proud. It will seek to achieve the highest standards of teaching and learning, whilst enabling its young people to follow interests outside of the curriculum. Committed to comprehensive education, we are passionate about the outcomes for all students, irrespective of personal circumstance, and, indeed, with particular reference to personal circumstance.

Identification and Context
The school keeps a register of students with Educational Health Care Plans (formally statements of Special Educational Needs) and students requiring SEND support, in accordance with the 0-25 Code of Practice for SEND.

We follow a graduated approach to identifying SEND, providing appropriate provision, and then monitoring and reviewing progress. Through assessment and screening, we aim to identify learning difficulties, and through collaboration between individual teachers, subject departments and the SEND Department, put appropriate interventions in place, if necessary. The four areas specified in the SEND Code of Practice are:

- **Communication and interaction** (includes speech, language and communication needs (SLCN) and Autism)
- **Cognition and learning** (includes moderate learning difficulties (MLD); severe learning difficulties (SLD) and specific learning difficulties (SpLD) such as dyslexia, dyscalculia, and dyspraxia)
- **Social, mental, and emotional health** (including anxiety, low mood, and ADHD)
- **Sensory and/or physical needs** (including physical disability (PD), vision impairment (VI), and hearing impairment (HI))

In line with the Code of Practice (2014), a child has Special Educational Needs (SEND) if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her. A child has a learning difficulty or disability if he or she:

- Has significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The progress of these students is monitored termly. Students with an Education Health Care Plan will continue to be monitored and evaluated annually through the annual review process, in addition to internal monitoring of progress, termly.

High quality teaching, that is adapted and personalised, will meet the individual needs of the majority of children and young people. However, some children and young people will need educational provision that is additional to or different from this: this is special educational provision under Section 21 of the Children and Families Act 2014.

Monitoring of Progress
We already maintain a profile of SEND students on SIMs and use this to evaluate our strengths and weaknesses in addressing their need. Evaluation of progress will be based on:

- Attendance data
- Behaviour/reward data
- Academic tracking including lesson sampling
- Exam success
- Ability to participate in the life of the school and uptake of this
- Ability to access special needs, such as medication
- Post 16+ placements

CPD will be linked into training needs as identified from audits of staff needs via appraisal, SEND lesson sampling and monitoring of use of Individual Education Plans and Education Health Care Plans.

The main priorities in the school's Accessibility Plan

1. Increasing the extent to which disabled students can participate in the school curriculum

2. Ensuring maximum achievement

3. Remove physical and institutional barriers

4. Improve access to information.

Improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services:

Our school currently offers:

- Disabled parking and access to the school
- Access to reception areas including a low service counter
- Toilets for the disabled
- Lift access to the majority of the school site
- Wheelchair access to the majority areas of the school
- Appropriate classroom furniture.

From Year 9 onwards, school offers an aspirational provision to allow these students to re-engage with learning. We have building work on-going at the rear of the school for a new building including a new SEND block. We are also in discussion with Central Bedfordshire Council currently regarding additional SEND provision.

Our effectiveness in allowing students to access all aspects of the learning process is reflected in our school's values. Allied to this:

- Examination concessions are recommended by SEND staff and instigated by SEND staff, in liaison with the Examinations Officer (EO). The EO will also instigate physical accessibility amendments

- Students' needs are made known to staff via IEPs and EHCPs

- Help and advice is available from the SENCO/SEND staff.

Planning Process

Input to the Accessibility Plan will be from the Executive Principal, who will be responsible for reviewing it annually and reporting back to the Governor's sub-committee.

Coordination

- The school will maintain a three-year Accessibility Plan grid covering curriculum, physical and written accessibility
- Physical access to the school and the environment of the school is planned via the School's Develop Plan
- The Senior Leadership Team and Governors will ensure that compliance is ongoing
- The school will work in partnership with the Local Authority in developing and implementing the Accessibility Plan

Access to the Accessibility Plan

The plan will be available via:

- The school's website or in hard copy upon request.

The Accessibility Plan should be read in conjunction with the following school policies, strategies, and documents:

- Behaviour Management Policy
- Curriculum policy
- Critical Incident support plan
- Equal opportunities policy
- Health and Safety policy
- School prospectus
- School Improvement plan
- Special Educational Needs policy
- Staff Development policy

Accessibility Action Plan 2024 - 2027

<u>Aim 1</u> To increase the extent to which disabled students can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for students, and prospective students, with a disability.

	Targets	**Strategies**	**Timescale**	**Responsibilities**	**Success Criteria**
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	Executive Principal All subject leaders	All policies clearly reflect inclusive practice and procedure
	To establish close liaison with parents	To ensure collaboration and sharing between school and families	Ongoing	Executive Principal All teachers	Clear collaborative working approach
	To establish close liaison with outside agencies for students with ongoing health needs	To ensure collaboration between all key personnel	Ongoing	Executive Principal LSAs Outside agencies	Clear collaborative working approach
	To ensure full access to the curriculum for all children	Full access to the curriculum: ● An adapted curriculum with alternatives offered ● The use of levels/targets to assist in developing learning opportunities for students and also in assessing progress in different subjects ● A range of support staff including trained LSAs ● Multimedia activities to support most curriculum areas ● Use of interactive ICT equipment – where possible	Ongoing	Teachers	Advice taken and strategies evident in classroom practice Children supported and accessing curriculum

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
		• Specific equipment sources from occupational therapy – where necessary • Laptops to be provided for students to help support their needs and fully access the curriculum			
	To finely review attainment of all students with SEND	SENCO/Class teacher meetings/student progress Scrutiny of assessment system Regular liaison with parents	Termly	Class teachers SENCO	Review and update IEPs targets Provision mapping shows clear steps and progress made using Edukey software
	To monitor attainment of Able, G&T students	Policy and able G & T list to be updated able G & T booster groups/activities monitor able G & T list	Ongoing Annually	Head of School – Achievement T/Leader for Gifted & Talented	Able G & T children making proportionate progress. Achieving above average results
	To promote the involvement of disabled students in classroom discussions/activities To take account of variety of learning styles when teaching	Within the curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate): • Wheelchair access • Screen magnifier software for the visually impaired • Features such as sticky keys and filter keys to aid disabled users in using a keyboard • Training for relevant staff • Giving alternatives to enable disabled students to participate successfully in lessons • Creating positive images of disability within the school so that students grow into adults who have some understanding of the needs of disabled people Text to speech software is being explored	Ongoing	Whole school approach	Variety of learning styles and multi-sensory activities evident in planning and in the classrooms Ensuring that the needs of all disabled students, parents and staff are represented within the school.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To improve information being received	Look at alternative ways of providing information – e.g., audio versions for the visually impaired and improve signage	Ongoing	SENCO, Vice Principal Teaching and Learning and Achievement	All students are able to access all information in and outside lessons
LONG TERM	To evaluate and review the above short and long term targets annually	See above	Annually	SLT, Curriculum Leaders Governors	All children making good progress
	To deliver findings to the Governing Body	Finance and Premises and Curriculum Governor meetings	SEND Governor/SENCO meetings	SENCO SLT/SEND Governor	Governors are fully informed about SEND provision and progress

<u>Aim 2</u>: To improve the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	Improve the physical environment of school environment	The school will take account the needs of students, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	SLT	Enabling needs to be met where possible.
	Ensure visually stimulating environment for all children	Colourful, lively displays in classrooms and inviting role play areas	Ongoing	Teaching and non-teaching staff	Lively and inviting environment maintained.
	Ensuring all with a disability are able to be involved.	● Create access plans for individual disabled children as part of IEP process ● Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings, etc. ● Include questions in the confidential student information questionnaire about parents/guardian's access needs and ensure they are met in all events	With immediate effect, to be constantly reviewed	Teaching and non-teaching staff	Enabling needs to be met where possible.

SHORT TERM	To ensure that the medical needs of all students are met fully within the capability of the school	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	With immediate effect to be constantly reviewed	Principal Occupational health	
	Ensuring disabled parents have every opportunity to be involved	● Utilise parking spaces for disabled to drop off and collect children ● Arrange interpreters from the RNID to communicate with deaf parents ● Offer a telephone call to explain letters home for some parents who need this ● Adopt a more proactive approach to identifying the access requirements of disabled parents	With immediate effect to be constantly reviewed	Whole school team With immediate effect to be constantly reviewed	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education
	Ensure all have access to immediate emergency procedures within school	● To enhance the safety and inclusion of all pupils, the school proposes to implement a fully accessible lockdown alert system. This development is particularly important for students and staff with hearing and visual impairments, ensuring they can receive and respond to emergency notifications independently and without delay. ● The proposed system will provide multi-sensory alerts, including visual beacons, flashing warning lights, audible alarms, and other accessible notification methods. This will ensure that critical lockdown instructions are communicated effectively across the school site, regardless of an individual's sensory needs. ● The investment will support the school's commitment to equality, inclusion, and safeguarding by removing barriers that could place vulnerable students at increased risk during an emergency situation.	As soon as possible and by Academic Year 2026-7	Principal Whole school team	The lockdown system will create a safer environment for our hearing-impaired and visually impaired students, giving them the same opportunity as their peers to respond quickly and appropriately in the event of danger. This improvement will benefit the wider school community by providing a clear, consistent, and reliable emergency communication system across the entire site.

		It will also help the school meet its responsibilities under the Equality Act 2010 by ensuring reasonable adjustments are in place to enable all pupils to access safety information and emergency procedures.			

		• Coffee mornings, SEND newsletter and open surgery on offer			
	Ensuring disabled parents have every opportunity to be involved - TO BE DELETED	• Utilise parking spaces for disabled to drop off and collect children • Arrange interpreters from the RNID to communicate with deaf parents • Offer a telephone call to explain letters home for some parents who need this • Adopt a more proactive approach to identifying the access requirements of disabled parents	With immediate effect to be constantly reviewed	Whole school team With immediate effect to be constantly reviewed	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education

<u>Aim 3</u>: To improve the delivery of information to disabled students and parents.

	Targets	**Strategies**	**Timescale**	**Responsibilities**	**Success Criteria**
SHORT TERM	To enable improved access to written information for students, parents, and visitors	● Investigate symbol software to support learners with reading difficulties ● Raising awareness of font size and page layouts will support students with visual impairments. ● Auditing the school library to ensure the availability of large font and easy read texts will improve access ● Auditing signage around the school to ensure that it is accessible to all is a valuable exercise.	With immediate effect to be constantly reviewed	Whole school staff	Ensuring accurate and appropriate information sharing in order to cater for needs as they arise.
	To review children's records ensuring school awareness of any disabilities	Information collected about new children. ● Records passed up to each class teacher ● Annual reviews ● IEP meetings ● Medical forms updated annually for all children ● Personal health plans ● Significant health problems – children's photos displayed on staffroom noticeboard/ information kept in separate file in staffroom	Annually	SLT Office Staff	Each teacher/staff member aware of disabilities of children in their classes