

Accessibility Report SEND

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities, and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We aim to provide outstanding education to all children and young people. We are fully inclusive in our provision in terms of social background, ability, ethnicity, religion, gender, sexuality and physical disabilities. We strive to ensure access for all to educational excellence in preparing young people for their futures, seeking to continually improve levels of attainment and progress for all, and secure the highest levels of achievement appropriate to the individual learner.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our local authority's local offer is published here:

<https://www.westnorthants.gov.uk/local-offer>

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns. We have included a range of stakeholders in the development of this accessibility plan.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial.' The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010. AIM	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<p>Assistive technology</p> <p>Where there is a significant barrier to reading independently pupils will have access to reading pens</p> <p>Raise staff awareness for adapting ICT screens with specific colour filters for ease of access</p> <p>External agencies work collaboratively with school staff and pupils to monitor and explore assistive technologies with training and guidance</p>	<p>Monitor observations and barriers to accessing text via teacher assessment and EHCP recommendations</p> <p>Instructions to be shared in the daily blurb and in staff briefings</p> <p>Details of support and trialing of devices shared with staff and feedback undertaken</p>	SENDCO	<p>Regular monitoring during consultation and review stages</p> <p>Ongoing</p> <p>Ongoing provision</p>	<p>Pupils who would usually require a full-time reader are able to access text more independently, especially in the home where there's over-reliance on parental support with homework</p> <p>Pupils able to manipulate and utilize ICT to meet their needs, staff are able to support appropriately</p> <p>Pupils with VI explore technologies and enable them to make preferred choices for assistive technologies – barriers removed / equal opportunities</p> <p>Pupils with HI have personalized needs shared with teachers and are sat appropriately with strategies known – pupils have equal opportunities</p>

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Increase access to the curriculum for pupils with a disability	Support staff Deployed appropriately in order for equal access to the curriculum and school offer	ATH to formulate timetable strategically and responsive to needs at current time	SENDCO	Review each term	Pupils that demonstrate higher needs and support above high quality inclusive teaching are supported appropriately and have good attendance are happy in school and make progress against their targets
	Mentoring / PIC support To support those with a mental, social, emotional health issue	Referrals to the PIC manager via SENDCO and year team for workshop / counselling support	Year teams / SENDCO	Ongoing – referrals discussed at panel each Wednesday	Pupils where SEMH is a barrier are supported through a period a targeted intervention specific to needs. Pupils adopt strategies that enable them to cope and make progress in their everyday lives

Increase access to the curriculum for pupils with a disability	<p>Adapted/Specialist resources</p> <p>Modified resources are created internally and applied for from the exam board for practice and mock assessments</p>	<p>Administration support ongoing for VI enlargements</p> <p>Access Arrangement applications annually in line with JCQ/Exam board requirements</p>	<p>SEND ADMIN / SENDCO</p>	<p>Weekly enlargements created</p> <p>AA applications annually in line with JCQ/Exam board requirements</p> <p>Ongoing provision</p> <p>Year 7 within term 1</p>	<p>VI pupil with significant need for adapted resources has the same access to curriculum content as everybody else, this may include tactile diagrams</p> <p>Pupils' barrier removed and their ability to read class resources improves</p>
	<p>Colour requirements are provided where evidence supports this provision</p>	<p>Concerns raised and staff are required to seek evidence and where appropriate administer the visual stress test for overlays</p>	<p>SENDCO / DEPUTY SENDCO / SEND ADMIN / CLASS TEACHERS</p>	<p>Summer term in time for the course and ongoing in response to information sharing</p>	<p>Pupils receive quality texts that are studied / provided to other pupils – barrier removed / equal opportunity</p>
	<p>Pupils who require specific texts for English and other subject revision guides, RNIB and customised websites are used to access VI friendly versions</p>	<p>Head of English to enquire and order in time for the course, other heads of faculty to provide specific brands/authors to SEND ADMIN</p>	<p>CLASS TEACHERS / SEND ADMIN</p>	<p>Ongoing provision</p>	<p>Pupils can access class tasks with equal opportunity</p>
	<p>Writing slopes and specialist stationary is provided for pupils as required</p>	<p>Class teachers to request equipment where there is a need/barrier</p>	<p>Class teacher / SEND ADMIN</p>	<p>Ongoing provision</p>	<p>Pupils can access class tasks with equal opportunity</p>
	<p>Students and given access to technology to enhance their learning, reader pens, laptops, tablets. Students are trained and supported in</p>	<p>Students complete touch-typing interventions or access personalized IT support such as tutorials on how</p>	<p>SENDCo/ class teachers/ HLTAs</p>	<p>Reviewed every term</p>	<p>Students feel more confident using technology and have the skills to be successful.</p>

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	how to utilize these within the classroom	to access speech to text software.			
Improve and maintain access to the physical environment	Access to site Car parking is accessible to all who require this – visitors, parents and those who need to transport pupils with disabilities	Parking bays to be signed off and compliance monitored Car parking permits are supplied where evidence suggests the need for access	H Brown H Brown / ADOYS Staff on duty to check permit dates	Ongoing provision	Improved access to the school site for all those with disabilities Increased independence and ability to access the school environment
Improve and maintain access to the physical environment	Access around site Pupils can access stairways, lifts, corridors, toilets, and classrooms with specific adaptations / monitoring bespoke to their disability Wide doors, ramps, lifts, colour marked doors and stair wells for students	VI support from external agency to complete building audit with pupil and make recommendations. Where changes are required a change order is made to AMEY Risk assessments and personal evacuation plans are created and shared with staff	SENDCO to organize Business manager SENDCO / SEND ADMIN	Ongoing provision Annually September	Improved access around the school site for all those with disabilities Increased independence and ability to access the school environment Pupils are able to access teaching within the classroom alongside their peers

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Improve and maintain access to the physical environment	Access to classrooms Where required specialist furniture can be purchased	ATH to ensure all admissions are scrutinized and any health care equipment is purchased/loaned for their start date	SENDCO / business manager	Pre-transition or pre-admission period or responsive to pupil need	Pupils who may need tables to be raised for wheelchair access have these in classrooms Pupils who require wobble cushions or other physical supports have these with them or supplied
Improve the delivery of information to pupils with a disability	School to make itself aware of services available from LA (and elsewhere) to convert written information into alternative formats Liaise with Sensory Impairment Service to explore how information can be shared most effectively	ATH to seek advice from SIS and LA SEND Admin to send regular updates about courses available from LA. ATH to organise a coffee morning for SEN parents to share the local offer.	ATH/ SEND Admin	Ongoing	Improved delivery of information to disabled learners and parents and carers Increased learner confidence in accessing and understanding information being shared

4. Monitoring arrangements

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary. It will be reviewed by the SENDCO, business manager and the governor who is the SEND link to the school.

It will be approved by the governing body and headteacher.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs & Disabilities (SEND) information report
- Supporting pupils with medical conditions policy