Tregolls Academy

A Member of the Aspire Multi Academy Trust

SEND Accessibility Plan Sept 2024

Updated Sept 2026

2024-2028

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 conduct 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

An audit has been undertaken to assess 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 criteria	Review
Short term	Update accessibility audit to come in line with the requirements of the 2010 DDA for curriculum.	Complete accessibility audit for the curriculum during 2024-2028	SENDCo in conjunction with HOS and site manager.	September 2024	Share at staff meeting/ via email - make staff aware of the accessibility gaps in the curriculum	Autumn 2026
	Upskill staff members skills to successfully adapt the curriculum to support pupils with SEND. Ensure all relevant support staff have the skills to support pupils with SEND. Ensure all staff are aware of and using 'assess, plan, do review' cycle to inform the graduated approach?	Annual plan of CPD for all staff to be devised and delivered over the next year – to include inset days, half termly SEND staff meeting CPD. TAs to receive similar CPD Audit staff on areas of support and confidence supporting pupils with SEND. Liaise with relevant agencies to provide specialist skill CPD e.g., special partnership trust, autism advisors and speech and language support.	External agencies/SENDCo/ SLT	Ongoing , CPD calendar. SENDCo to meet with each teacher and support with writing IEPs, IBPs and provision maps, targeting newer staff.	Staff have a better understanding of how to support pupils effectively and pupils make better progress. Staff members have the skills to support children with SEND as required.	Ongoing review

	Staff swiftly identified pupils who are not making progress and add to class alert list.	Professional Development Staff Meetings to outline SEND expectations for access. Scaffolding focus with all subject leads working with SENDCO to improve the offer for all pupils and ensure needs are met within lessons. Monitoring is completely jointly with subject leads and advice/ next steps fed back swiftly to staff. SEND offer supports and is reviewed regularly to support the highest areas of need within the school- speech and language, autism and social emotional and mental health.				
	Pupils with sensory needs find focus difficult.	Equip each class with privacy screens as required, individual workstations and/ or ear defenders and training in supporting pupils with sensory needs. Develop low arousal environments spaces in classes. Sensory training to staff on alerting, organising and calming activities, what these can look like at class, group and as 1 to 1 support and revisited. Declutter and streamline ARB classrooms to provide less	SENDCo/ pastoral lead/ ARB teacher	Ongoing, Autumn 2026, Spring 2027	Privacy screens if required, workstations and ear defenders if needed. Wobble seats/ stools to be considered for key pupils as recommended by external advice.	Ongoing review

		stimulus as advised by external professionals. This includes reconfiguring the ARB in line with expansion planning. Declutter and removal of shelving to maximise space in mainstream classes. All classes have sensory resources/ prompts with ideas for alerting, organising and calming strategies. Neurodiversity youth group commencing in Autumn 2025 and led by autism champion in school from September 2026. Movement spaces in school maximised- sensory support resources in corridor to act as prompts to pupils and staff, movement room equip with soft play resources for targeted pupils.		September 2025 September 2026 onwards		
	The progress made by your pupils with 'SEN. support' and EHC plans. is not yet in-line with national.	Annual plan of CPD for all staff to be devised and delivered and revisited. Cherry garden assessment tool to be continued in ARB, with key children in mainstream. SEND tracker used with pupils, but wider consideration in line with the trust on tracking for pupils with SEND. Closely track the progress of all groups and individual pupils who require small steps tracking.	SENDCO/ SLT/ class teachers	Tracking on-going & case studies Autumn 2026.	Staff to take responsibility for and plan more effectively for the progress of all learnings including SEND. Accurate data will be available termly and used to inform next steps.	Ongoing review

		Create new case study files for pupils with slower than national progress.				
Medium term	Further Improve confidence, self-esteem and wider school opportunities for the most vulnerable & disadvantaged pupils.	All staff with specific focus on a trauma informed approach; social/emotional needs, self-esteem, progress and quality of intervention and poor or erratic attendance. Consistency of systems and routines in build into staff meetings/ CPD. Review of emotion coaching and relational approaches.	SLT/SENDCo/ PP Lead/all staff	Autumn 2024 Autumn 2026	Progress and outcomes for groups of pupils with additional needs and/or disadvantage will improve.	Ongoing review
Long term	Not all pupils with SEND can access all aspects of lessons.	Provide adequate adjustments including but not limited to: - ICT, dictation software, differentiation, task management boards etc. Subject leaders work with SENCO to devise subject specific SEN support strategies for each subject area. Enrichment activities e.g. music therapy, forest school and other adjustments to pupils with SEND – as required and by arrangement with statutory SEN. Liaise with outside agencies in order to do this and seek approval/ funding. Suitability of setting reviewed through annual reviews and in	SENDCo/ SLT/ class teachers	Ongoing	Provision for all pupils improves across all subject areas.	Ongoing review

		discussion with statutory SEN caseworker. Expansion of ARB facilities a staggered and phased approach to ensure both staff and pupils are fully supported.				

Planning duty 2: Physical environment

An audit has been undertaken to assess 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
Short term	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. Classroom audits – training and input for key classes and then disseminated out to all classes.	SENDCo/ SLT and site manager	Autumn 2025	School is aware of accessibility. barriers to its physical environment and has made adjustments to rectify this, including new tables to classrooms, updated security and maglocks within the internal building. Removal of the external barrier entrance to the car park in Summer 2022.	Spring 2026

Medium term	Classroom interiors adapted to ensure access to all areas for pupils/students with sensory needs. Provide low arousal/ calm areas in all classrooms to support pupils with sensory needs. Staff are aware of whole class, group and bespoke sensory support which can be offered to pupils. Sensory boxes/ resources available and accessible in all classrooms. ARB playground refurbished and additional trim trail built to support 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. Classrooms to have a calm area/ break out space. Clear and purposeful spaces created throughout the school as part	SENDCO/ SLT/ARB teacher in consultation with class teachers. Staff advised to complete a checklist where pupils with sensory issues will be based. Head of school/ SLT alongside external guidance from school improvement partner and health and safety within Aspire trust. Relevant staff to attend training with hearing support team.	October 2025	Staff identify an area to develop in their classroom as a breakout/ safe space for pupils as needed. Staff to consider and plan for a quiet area in class. Classrooms are free of clutter and are calm quiet spaces where children can access a sensorially appropriate learning experience. Removal and streamlining of corridor spaces to create a calmer/ more purposeful learning environment and to aid transitions. Visual prompts through widespread use of widget have improved communication and supported pupil's arousal levels through making expectations for movement and routines clear for all. Clear and rigorous systems now in place for movement of pupils around the school with high expectations by staff.	Summer 2026

		of planned improvements to environment. Ensure Vision support team are involved in supporting staff to adapt the learning environment when required. Hearing support team offering class-based advice to specific children and staff.				
Long term	Pupils with SEND are consulted regarding the accessibility of classrooms, toilets and changing facilities etc. ARB toileting facilities and spacing is not adequate/classroom not floor spaced to accommodate an	Pupils with SEND form part of the pupil parliament and their pupil voice is considered in all areas across the school.		*When required.* *when Required*	Pupil voice is more prominent in all areas across the school including the voice of SEND pupils. School premises to expand to accommodate an increase in specialist provision,	Ongoing review

	increase in numbers of children currently. ARB staffing including teaching structure to be reviewed prior to further expansion of pupil ARB numbers.	Consideration of ARB expansion in conjunction with head of school/ Aspire trust and local authority.	*Liaison with premises and local authority occupational health to support required adaptations for pupils. SENDco/ Specialist teaching staff and site manager.*		including consideration and update of the outside area offer to ARB pupils. Environmental and human resources need to be fully in place and funded prior to expansion of the ARB provision.	

Planning duty 3: Information

An audit has been undertaken to review 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 criteria	Review
Short term	Pupils with SEND are consulted regarding the accessibility of information which is directly aimed at them.	Pupils with SEND form part of the school council and their pupil voice is considered in all areas across the school	SENDco	Autumn 2024	Pupils voice is more prominent in all areas across the school including the voice of SEND pupils	ongoing
	Check all information relating to SEND or access is updated and readily available.				All information required by SEND pupils and their families is available on the website or by request through governance.	
Medium term	School website is not fully accessible to children with SEND.	Audit website for SEND/Accessibility compliance and ease of access for pupils/parents with disabilities. Subject areas to be updated to show how pupils are supported across the curriculum.	SLT/ teachers	Autumn 2024	Website is fully compliant and accessible. Non statutory information is more readily available to pupils and families.	Autumn 2025

Long term	Information available and accessible in a variety of formats including - 'easy read' - large print - symbols – alternative	Provide written information in alternative formats. Incorporate appropriate colour schemes when refurbishing is considered and necessary. (see physical environment) Compile a list of local, available interpreters for use when required.	SLT/ Office staff, Aspire trust.	Autumn 2024 Discussion on what information can be made available in various formats. Staff one page profiles and video routes into school	Parents / Carers can access vital information easily. Written information is fully accessible to pupils and families of pupils with visual or hearing impairment and/or language barriers. Information is translated and accessible into different languages upon request.	Summer 2025 and ongoing