



Treverbyn Academy

A Member of the Aspire Multi Academy Trust



SEND Accessibility Plan Sept 2023 – August 2025

Updated Sept 2023

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
	Class teachers do not know how to include pupils with disabilities in PE	Not all staff have an awareness of how differentiate PE so all pupils are included. PE leader to develop CPD in this for all staff.	SENDCo PE subject Leader	Spring 2022	Joint monitoring of pupils by PE lead and SENDCo show greater differentiation in PE lessons and engagement of all learners.	Summer 2022
Medium Term	Teaching Assistants require CPD in able to continue to support pupils with SEND appropriately in all subject areas.	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. T.A's to receive similar CPD	SENDCo HoS SLT	Spring 2022 SENDCo to meet with each teacher and support with writing IEPs, IBPs and provision maps.	Staff have a better understanding of how to support pupils effectively and pupils make better progress.	Ongoing review
Long Term	Pupils with SEND cannot access all lessons	Provide adequate adjustments including but not limited to:- ICT, dictation software, differentiation, scaffolding task management boards etc.	HoS ICT subject Leader SENDCo	Autumn 2023	Pupils begin to have a more bespoke package for learning developed for them to access in the classroom.	Ongoing review
	SEND pupils are identified and supported earlier.	Annual plan of CPD for all staff to be devised and delivered over the next year.	SENDCo Hos SLT Teachers TA's	Autumn 2023	Staff to follow more closely the graduated response document and implement the cycle of Assess, plan, do review.	Ongoing review

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
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.	SENDCo HoS SLT Teachers T.As	Autumn 2022	SEND pupils will be able to access the physical environment with ease.	Spring 2023
	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 2022 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 2023
Medium Term	All outdoor areas are accessible to all pupils	Ramp to school field is not fit for purpose.	SENDCo HoS Estates team	Spring 2023	Ramp is rectified and Physically impaired pupils are able to access the field.	Summer 2023
Long Term	Pupils with SEND are consulted regarding the accessibility of classrooms, toilets and changing facilities etc?	Pupils with SEND form part of the school council and their pupil voice is consider in all areas across the school.	HoS SENDCo School Council Lead Teacher	Autumn 2023	Pupils voice is more prominent in all areas across the school including the voice of SEND pupils.	Ongoing review

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
Short Term	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 and their pupil voice is considered in all areas across the school.	HoS SENDCo School Council Lead Teacher	Autumn 2022	Pupils voice is more prominent in all areas across the school including the voice of SEND pupils.	Ongoing review
Medium Term	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 SENDCo Assisstant	Summer 2023	Parents and Carers have an input into how information on the school website is presented to them so it is more accessible.	Review responses and adapt if required.
Long Term	Information available and accessible in a variety of formats including - 'easy read' - large print - symbols – alternative languages.	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 2023 Discussion on what information can be made available in various formats. Plan to roll out for Summer 2021	Parents / Carers can access vital information easily.	Ongoing