

Accessibility plan 2024-2026

Review date: March 2026

This plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

The plan is structured to complement and support the school’s Equality Objectives and will similarly be published on the school website.

Target	Tasks	Timescale	Resources	Responsibility	Monitoring	Expected Outcome
<p>Access to the School Curriculum.</p> <p>To ensure resources are sufficient to enable all pupils to access the curriculum</p>	<ul style="list-style-type: none"> Provide bespoke subject specific training to support classroom teachers in ensuring that they are fulfilling their responsibilities for pupils with Special Educational Needs (SEND Code of Practice) 	Jan 2023 – May 2023	Staff time, Access to trainers	SENDCO – both phases	Initial LA assessment Dec 2022. LA Re assessment Jun 2023. Ongoing internal Quality Assurance.	QA data shows that pupils are being fully supported to access the curriculum. SEND data shows pupils making expected or greater progress.
	<ul style="list-style-type: none"> Ensure Teaching Assistants are used effectively by providing appropriate training and links with subject teams 	Half termly	SENDCO time	SENDCO both phases	Half termly Quality Assurance monitoring using EEF checklist.	Learning walk data shows that Tas are being utilised more effectively
	<ul style="list-style-type: none"> Provide supplementary input for pupils with special educational needs or those with limited English language to ensure that key safeguarding messages from PSHE lessons are learnt 	Sep 2022 – July 2023	Support Staff time	SENDCo / EAL Coordinator	Review with DSL and SENDCo regularly Parent voice opportunity	Parents of children with special educational needs report that they are aware of support in place and their children feel safe.
	<ul style="list-style-type: none"> SENDCo (Senior phase) and the Careers Coordinator to work together to ensure that all pupils have appropriate information and the opportunity to visit sixth form/ college provision. 	Sept 2022 – July 2023	SENDCo staff time	SENDCo (senior) and Careers Coordinator	Senior Leader: Personal Development	SEND pupils’ careers provision

			Opportunities to visit 6 th form providers		reviews progress termly	meets Gatsby benchmarks
<p>To provide regular training for teachers and teaching assistants on aspects of equality and the implications for classroom practice and pastoral support</p> <p>To increase the level of pupil voice from those with protected characteristics</p>	<ul style="list-style-type: none"> Secure Local Authority SEND input in identifying areas for development and providing subject specific support. Provide opportunities for subject specific support to be disseminated to all teachers in both phases and for action planning / review to take place. Conduct regular pupil led work scrutiny with disadvantaged pupils, those who speak English as an additional language and pupils with a special educational need or disability to ensure their voice is heard. 	<p>Dec 2022</p> <p>Jan 2023 – May 2023</p> <p>Sept 2022 – June 2023</p>	<p>Specialist advisor from LA</p> <p>Subject team representative time (1 hour x 3)</p> <p>SLT management time</p>	<p>SENDCos</p> <p>SENDCos</p> <p>Deputy Headteacher</p>	<p>June 2023 – re-assessment of need</p> <p>June 2023 – re-assessment of need</p> <p>Half termly SLT review</p>	<p>Quality Assurance evidence shows that SEND pupils are receiving best practice support in lessons across the school.</p> <p>High expectations are maintained in relation to all pupils' work</p> <p>Pupils concerns are acted on.</p>

<p>Access to success</p> <p>To ensure that school policies take account of equal opportunities and accessibility.</p> <p>To ensure that pupils' protected characteristics do not prevent them from accessing extra curricular activities.</p> <p>To use opportunities for collaboration to develop best practice for meeting pupils' additional needs.</p> <p>To embed the use of data to assist in identifying and closing any gaps in achievement, attendance or behaviour between particular groups of pupils and others.</p>	<ul style="list-style-type: none"> Annual School Policy Review continues to include an equal opportunities/ accessibility check Ensure that pupils with protected characteristics continue to be able to access extra -curricular activities and Visits / Trips Work more closely with the LA SEND support team and mental health support agencies to ensure that all pupils' needs are met. Provide training for staff at all levels (teachers, middle leaders, senior leaders) on data analysis to ensure that data is analysed in a timely manner so that evidence based interventions have impact. 	<p>Ongoing</p> <p>Sept 2022 – July 2023</p> <p>Sept 2022 – July 2023</p> <p>October 2022</p>	<p>Leadership time for review and update</p> <p>Leadership time for review Time for Tas to support pupils as appropriate</p> <p>Management time for SENDCo and SEMH coordinator to plan and evaluate impact of provision</p> <p>Meeting time</p>	<p>Headteacher</p> <p>Senior Leader: Personal Development SENDCos</p> <p>SENDCos</p> <p>Deputy Headteacher (Senior) Head of Lady Royd</p>	<p>Headteacher, annually – updates delegated.</p> <p>Senior Leader Personal Development to analyse take up, termly</p> <p>Deputy Headteacher (senior) Head of Lady Royd</p> <p>SLT review at each data point.</p>	<p>All policies clearly reflect inclusive practice</p> <p>All trips / visits / extra curricular activities are inclusive.</p> <p>Mental Health support has a positive impact on the wellbeing of pupils accessing the provision</p> <p>QA shows that pupils with SEND are supported appropriately in the classroom</p>
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<p>Access to Success</p> <p>To meet the needs of pupils with additional needs during internal and public examinations and transition between Key Stages.</p>	<ul style="list-style-type: none"> Continue to ensure that pupils are assessed for access arrangements in good time, so that normal ways of working can be established and embedded. Continue to ensure teachers use normal ways of working during formative and summative assessments for pupils with access arrangements SENDCos to continue to work with each other to ensure the needs of pupils in the through school continue to be met as they transition from KS2 to KS3 SENDCos continue to work with the admissions authority to ensure that the needs of pupils new to the school are supported on entry and throughout their time at BGGs Senior phase SENDCo continues to liaise with feeder primary schools and parents to facilitate a smooth primary/secondary transition Senior phase SENDCo ensures that the needs of pupils on a managed move into the school continue to be met during the period of dual registration. 	<p>Sept 2022- July 2023</p> <p>Sept 2022- July 2023</p> <p>Mar 2023- July 2023</p> <p>Sept 2022- July 2023</p> <p>March 2023 – Sept 2023</p> <p>Sept 2022 – July 2023</p>	<p>SENDCo (senior) time. Examinations Officer.</p> <p>SENDCo (senior) time.</p> <p>SENDCos meeting time</p> <p>SENDCo time</p> <p>SENDCo time to visit feeder primaries / meet parents</p> <p>SENDCo to attend admission / interim meetings</p>	<p>SENDCo (senior)</p> <p>SENDCo (senior)</p> <p>SENDCos</p> <p>SENDCos</p> <p>Senior phase SENDCo</p> <p>Senior Leader: Behaviour</p>	<p>Deputy Headteacher (Senior)</p> <p>SENDCo (senior)</p> <p>Deputy Headteacher Head of Lady Royd – regular meetings</p> <p>Deputy Headteacher Head of Lady Royd – regular meetings.</p> <p>Deputy Headteacher – regular meeting time</p> <p>Headteacher – regular meetings</p>	<p>Pupils are re-assessed annually to ensure access arrangements continue to be relevant.</p> <p>Pupil Centred Plans are in place and or EHCP review has taken place</p> <p>Pupil Centred Plans are in place and or EHCP review has taken place Pupils with Special Educational Needs /Disabilities pass their managed move placement and are included in the school community.</p>
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<p>Access to, and improvement of, the Physical Environment.</p> <p>To ensure that the school is physically accessible to all members of the school community, as far as is reasonably practical</p>	<ul style="list-style-type: none"> Review physical environment to ensure it meets the needs of current pupils with physical difficulties and sensory impairments 	<p>July 2023</p>	<p>Cost of and additional works</p>	<p>Site Manager</p>	<p>Headteacher Head of Lady Royd Academy Business Leader</p>	<p>Estates Manager's schedule shows works being completed</p>
<p>Availability of accessible information for pupils with additional needs and their parents / carers.</p> <p>To ensure that all parents and other members of the school community can access information.</p> <p>To ensure that parents who are unable to attend school because of a disability are still able to access information about their child's progress.</p>	<ul style="list-style-type: none"> Ensure important printed or electronic documents are translated Direct parents to the my school app so that they understand information sent by the school Continue to contract interpreters for meetings with parents on request. Use MS Teams or a home visit to ensure that disabled parents can access necessary information. Continue to provide a variety of opportunities for parents to be able to speak face to face with teachers / leaders 	<p>Sept 2022 – Jul 2023</p>	<p>Cost of translation services</p> <p>Attendance Team fuel cost</p>	<p>Headteacher's P. A.</p> <p>Senior Lead: Attendance (DSL)</p>	<p>Headteacher</p> <p>Headteacher</p>	<p>Evidence of improved parental engagement through a variety of reasonable adjustments.</p>