

# **Special Educational Needs and Disabilities (SEND) Accessibility Plan**

*This policy has been approved by the Board of Trustees with reference to the academy's Equality Policy. The aims of the Equality Policy are to ensure that Plume Academy meets the needs of all, taking account of gender identity, ethnicity, culture, religion, language, sexual orientation, age, ability, disability, and social circumstances. It is important that in this academy we meet the diverse needs of students to ensure inclusion for all and that all students are prepared for full participation in a multi-ethnic society.*

**Last reviewed:** September 2022

**Next Review Date:** September 2023

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## Aims

Under the Equality Act 2010, Plume Academy is required to have an accessibility plan, the purpose of which is to:

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

Our academy is committed to treating all its students fairly and with respect. This involves providing access to opportunities for all students without discrimination of any kind. We extend our commitment of equal treatment to parents / carers, employees and all others involved in the academy community and endeavour to ensure that disabled young people and adults are not treated less favourably in any procedures, practices, or service delivery.

Our vision is *'To deliver outstanding learning outcomes, employ and develop outstanding staff and develop and sustain an outstanding learning community.'* Through this we strive to promote maximum achievement and attainment for all young people, including those with SEN and / or disabilities because *'All children deserve a good education, with staff giving them the confidence, self-belief and teaching that they need to fulfil their potential.'* (DfE, 2011:65)

Underpinning our vision is our belief in 'Discipline with Dignity,' building on a foundation of respect for ourselves, each other, our environment, and our local community, as we aim to prepare students for life in modern, democratic society sustained by values which support individuality and acceptance.

We, therefore:

- Recognise the needs and aspirations of each individual, taking account of the views of students with SEND,
- Facilitate access to a broad, balanced, and relevant curriculum for all students,
- Develop effective communication and working partnerships with parents / carers and external agencies, acquiring specialist advice and support when appropriate,
- Tailor the environment to meet student needs and provide suitable and adequate resources.

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

Our academy is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. We also support any available partnerships to develop and implement the plan. Information about the Essex Local Offer can be found at:

[Home - Essex Local Offer](#)

Our academy's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in the academy, the complaints procedure sets out the process for raising these concerns.

The needs of a range of stakeholders have been considered in the development of this accessibility plan, including students, parents / carers, staff, and visitors.

## 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 (2015), '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.

Our academy is required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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

## Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

<b>Aim</b>	<b>Current good practice</b>	<b>Objectives</b>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
	<i>Include established practice and practice under development</i>	<i>Short, medium, or long-term objectives</i>				
Increase access to the curriculum for students with a disability	Plume Academy offers a differentiated curriculum for all students	Short term	In place	Faculty Leaders with SLT support	Complete	All items to be audited and evaluated by the Whole Academy SEND Lead (SENDCo) and the Joint Head of Academy with responsibility for Quality of Education
	At Y6 into Y7 transition, Plume Academy liaises closely with Primary schools to gain understanding of identified SEND	Short term	In place	Y7 Pastoral Team with SEND Team	Ongoing annually	
	Plume Academy provide a structured and dedicated Y6 into Y7 transition programme for vulnerable students and advice, guidance, and support for Y9, Y11 and College (P16) transition	Short term	In place	SEND Team	Ongoing annually	
	SEND referrals by staff are assessed using appropriate mechanisms and supported by generic strategy sheets and personalised One-page profiles	Short term	100% of students with SEND have documents	SENDCo	Complete and ongoing	
	We use resources and equipment tailored to meet the needs of	Short term	Generally in place	Faculty Leaders with support from SENDCo	Complete and ongoing	

students who require access to the curriculum					
Appropriate adjustments, which represent a 'normal way of working' are discussed with staff for exam access arrangements (EAA) to be identified and applications made for public examinations	Short term	As required	SENDCo	Ongoing (February application deadline) annually	
Curriculum resources include examples of people with disabilities	Short term	Generally in place	Faculty Leaders	Dec 2022	
Curriculum progress is tracked for all students, including those with a disability	Short term	In place	Subject Teachers	Ongoing / Termly	
Appropriate outcomes and targets are set for students with additional needs	Medium term Short term	In place	SEND Team with support from SENDCo	Ongoing through the One Planning process	
Plume Academy utilise evidence-based intervention programmes to build skills (particularly for literacy, numeracy and SEMH needs) individually and in small groups	Short-term	As required	SENDCo	Ongoing	
Appropriate attainment indicators are set based on prior attainment, with aspirational targets agreed for	Short term	In place	Subject Teachers with support from SENDCo	Annually	

	all student, including those with additional needs					
	A curriculum review is held to ensure it meets the needs of all students	Short / medium term	As required	Faculty leaders with SLT support	Annually	
	Specialist advice from other professionals (e.g.: Health, Educational Psychologist, Inclusion Partner, etc) on how to adapt the curriculum and teaching strategies for individuals	Short term	As required	SENDCo	As required	

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	<i>Include established practice and practice under development</i>	<i>Short, medium, or long-term objectives</i>				
Improve and maintain access to the physical environment	Plume Academy buildings have been modified and extended to accommodate the growing demand for school places in the area with single, 2 and 3 storey buildings on two sites, FRC and MRC. Both campus environments have been adapted to meet the needs of students, staff, and other visitors to the sites, including:					
	External pavements have dipped sections to road level	Short term	In place	Site Teams	Complete	All items to be audited and evaluated by Director of Finance and Premises and

External doors have ramp access to ensure exterior to interior access is at the same level on the ground floors	Short term	In place	Site Teams	Complete	Whole Academy SEND Lead (SENDCo) with Site Teams
Disabled parking bays are available	Short term	In place	Site Teams	Complete	
Main receptions have accessible entry	Short term	In place	Site Teams	Complete	
Contrasting strips at the front of each step / stair	Short term	In place	Site Teams	Complete	
Stairlift/Lift access to upper floors	Short term	In place	Site Teams	Complete	
Accessible toilet and self-care facilities on the ground and upper floors with hoist capability	Short term	In place	Site Teams	Complete	
Adjustable tables in classrooms	Medium term	Increase number available	SLT	Review July 2023	
Library shelving at accessible height	Long term	Refurbish gradually	LAIC Staff	Review July 2023	
Designated refuge points and evacuation chairs in the event of an evacuation or evacuation drill	Short term	In place	Site Teams with support from the Health and Safety Leader	Completed	
With continued demand for school places, the academy will undertake another expansion 2021-2024. The new accommodation has been designed with all relevant building	Long term		Building Contractors with oversight from Executive Principal,	Expected availability: MRC Sept 2023 FRC	



	regulations in mind and approved by Essex County Council.			Finance Director and Health and Safety Leader	Sept 2024	
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	<i>Include established practice and practice under development</i>	<i>Short, medium, or long-term objectives</i>					
Improve the delivery of information to students with a disability	Plume Academy uses a range of communication methods to ensure information is accessible. This includes:						
	Directional and location signage to meet the needs of all students, including those with sensory difficulties or a specific learning difference	Medium term	Refurbish and replace gradually	Site Team supported by SENDCo	Review December 2022	All items to be audited and evaluated by the Whole Academy SEND Lead (SENDCo) and Joint Head of Academy with overall responsibility for Quality of Education	
	Hearing loops at reception desks	Short term	Installation needed	Site Team with support from Specialist Teacher	Complete		
	Accessible website (text to speech, variable print option, etc)	Short term	Update and replace gradually	IT Technicians supported by SENDCo	Review December 2022		
	Plume Academy staff consider the needs of each SEND student and provide accessible learning resources for them. The Academy makes the following available as appropriate:						
	Differentiated resources with particular attention to standardised	Short term	Generally in place	Subject teachers with	Ongoing		

	reading scores, plain English, images, and layout			support from SEND Team		
	Laptops and other digital technologies for use in lessons	Short term	In place	SENDCo and Director of ICT Systems	Ongoing	
	Coloured overlays for text and / or materials printed on coloured paper	Short term	As required	Subject Teachers and SEND Team	Ongoing	
	Ear defenders	Short term	As required	SEND Team	Ongoing	
	Exam Access Arrangements, including word processors, computer readers, reader pens, practical assistants, reader and / or scribes in exams where authorised	Short term	As required	SENDCo	Ongoing	

## Monitoring arrangements

This document will be reviewed annually but may be reviewed and updated more frequently if necessary. It will be approved by the Executive Vice Principal and Trustees.

## Links with other policies

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

- Equality Policy
- Examinations Policy
- Health and Safety Policy
- Risk Assessment Procedures
- Special Educational Needs and Disabilities Information Report
- Special Educational Needs and Disabilities Policy
- Supporting Students with Medical Conditions Policy