

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.

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| Author: Clive Cambridge | Last Reviewed: September 2024 | Next Review: September 2025 |
| Ratified by Board of Trustees: September 2024 | | |

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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 *'Plume Academy's moral purpose lies in nurturing ambition, fostering respect, cultivating resilience, and strengthening the sense of community by inspiring students to reach for their highest potential.'* 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 four core values: Ambition, Respect, Resilience and Community. Through these we aim to build 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 everyone, 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: [Essex County Council: Special Educational Needs and Disabilities \(SEND\) | 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 (2014), '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 auxiliary aids 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.

| Aim | Current good practice | Objectives | Actions to be taken | Person responsible | Date to complete actions by | Success criteria |
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| | <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 Quality First Teaching (HQT) for all students through adaptive teaching of the curriculum. In conjunction with the Ordinarily Available (OA) framework and Inclusion Framework. | Short term | Typicality walks throughout academic year. OA champion meetings | Faculty Leaders with SLT support from Inclusion Lead and SENDCO | On-going | All items to be audited and evaluated by the Whole Academy Inclusion Lead and the Joint Head of Academy with responsibility for Behaviour and Attitudes |
| | 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 | On-going 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 | On-going annually | |
| | SEND referrals by staff are assessed using appropriate mechanisms and | Short term | 100% of students | SENDCo | Complete and ongoing | |

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| supported by generic strategy sheets and personalised One-page profiles. Students that struggle within the academy are further support by High Profile Inclusion Sheets. | | with SEND have One-page profiles that are updated three times a year. | Campus Managers WAIL | | |
| We use resources and equipment tailored to meet the needs of students who require access to the curriculum. | Short term | In place | Faculty Leaders with support from SENDCo & SEND team | Complete and ongoing | |
| 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 Campus manager FRC WAIL | Ongoing (February application deadline) annually | |
| Curriculum resources include examples of people with disabilities | Short term | In place | Faculty Leaders SENDCO WAIL WAMHL | On-going | |
| Curriculum progress is tracked for all students, including those with a disability using Go4Schools. | Short term | In place | Subject Teachers | Ongoing / Termly | |

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| Appropriate outcomes and targets are set for students with additional needs. Additional support is put in where appropriate. | Medium term short term | In place | SENDCo WAIL | 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 SEND team. Intervention Lead – EHA WAIL | On-going |
| Appropriate attainment indicators are set based on prior attainment, with aspirational targets agreed for all student, including those with additional needs. | Short term | In place | Subject Teachers with support from SENDCo and WAIL | Annually |
| 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 WAIL | As required |

| Aim | Current good practice <i>Include established practice and practice under development</i> | Objectives <i>Short, medium, or long-term objectives</i> | Actions to be taken | Person responsible | Date to complete actions by | Success criteria |
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| 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: | | | | | All items to be audited and evaluated by Director of Finance and Premises and WAIL and SENDCO with Site Teams |
| | External pavements have dipped sections to road level | Short term | In place | Site Teams | Complete | |
| | 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 | |
| | 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 | |

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| | Adjustable tables in classrooms | Medium term | Increase number available | SLT | Review July 2025 | |
| | Library shelving at accessible height | Long term | Refurbish gradually | LAIC Staff | Review July 2025 | |
| | 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 2023 - 2025. The new accommodation has been designed with all relevant building regulations in mind and approved by Essex County Council. | Long term | | Building Contractors with oversight from Joint Heads of Academy, Finance Director and Health and Safety Leader | Expected availability: MRC Sept 2025 FRC Sept 2025 | |

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| | <i>Include established practice and practice under development</i> | <i>Short, medium, or long-term objectives</i> | | | | |

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| 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: | | | | | All items to be audited and evaluated by the WAIL, SENDCO and Joint Head of Academy with overall responsibility for Quality of Education |
| | 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 and WAIL | Review December 2023 | |
| | 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 2024 | |
| | 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: | | | | | |
| | Adaptive resources with particular attention to standardised reading scores, plain English, images, and layout | Short term | Generally, in place | Subject teachers with support from SEND Team | Ongoing | |
| | 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 | |

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| | 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 WAIL 2IC SEND | Ongoing | |
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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