Edlington Victoria Academy

Accessibility Plan

Sept 2025-2028

To talk to us about this plan, please get in touch	
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Welcome to our 3 Year Plan for SEND

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1. Introduction

Since 2002, educational institutions have been mandated to develop Accessibility Plans. While common perceptions may limit accessibility to physical modifications such as accessible restrooms and ramps, the scope of accessibility extends significantly beyond structural adaptations. For many students with diverse needs, including those with conditions such as ADHD, true accessibility necessitates the provision of tailored resources and strategic interventions. Examples include the availability of wobble cushions, individualised reward systems, sensory regulation tools (e.g., fiddle toys), opportunities for movement breaks, and the implementation of sensory circuits. These measures can be achieved without extensive structural alterations.

This Accessibility Plan articulates our foundational philosophy, strategic objectives, and the concrete measures we intend to implement to enhance accessibility across our academy. Our comprehensive approach encompasses both physical adjustments and pedagogical and environmental strategies designed to support all members of our community, including both students and adults. It is important to acknowledge that complete barrier removal may not always be feasible. In such instances, our commitment lies in collaboratively devising innovative solutions to mitigate or overcome existing barriers. We invite you to continue reading to learn more about our commitment to fostering an inclusive and accessible environment.

2. Our Goals

Our goals reflect our academies ambitions. They are also based on what parents and children say is important to them.

1 All children have been exposed to a good range of disabled role models (including both milder and more severe needs).	**2** There is no bullying of children because of their SEND.	**3** Every child leaving our school treats disabled people with respect and dignity, including those with mild disabilities.
10 Attendance of SEND pupils is better than the whole school average.	**11.** The school will foster a pervasive culture of understanding, acceptance, and celebration of diversity, where all pupils feel valued and belong regardless of their needs.	**4** All pupils are given the opportunity to make a positive contribution to the life of the school including extended school opportunities.
9 Families of pupils with SEND will feel fully engaged and empowered as active partners in their child's education, regularly contributing to and receiving feedback on their child's progress and support.		**5** All pupils with SEND will have clearly defined, ambitious, and regularly reviewed individualised learning pathways that cater to their specific needs and strengths.
8 Pupils with SEND will demonstrate increased self-esteem and confidence in their abilities and contributions.	**7** All children with disabilities are offered effective interventions to understand their difficulties as soon as possible (in liaison with parent wishes).	**6** Pupils with SEND will develop increasing independence in their learning and daily routines, acquiring essential life skills relevant to their age and future aspirations.

3. Our Plan

What's in our plan?

Our plan in three parts:

- Our children's learning
- Our classrooms and buildings
- What we write

What's not in our plan?

The Accessibility Plan focuses on making things "better" rather than just maintaining existing improvements. For instance, repainting steps for safety isn't included because it's maintenance. However, renewing autism training is included because it enhances staff skills and ultimately improves life for pupils with SEND. The guiding principle for inclusion in the plan is whether an action will result in a better outcome by the end of the three-year plan compared to its start.

A note on terms used

- SENDCo = Special Educational Needs & Disabilities Co-ordinator
- SBM = School Business Manager

Our pupils' learning

This means what and how we teach children, including in their class, small groups or 1:1 work. It's our biggest section.

Target	Comments
All children have been exposed to a good range of disabled role models (including both milder and more severe needs).	Assemblies to take place to promote this. Opportunities within the curriculum to look at the achievements of those with disabilities. Opportunity for those with disabilities to share their story (if they would like to) to again promote themselves as a disabled role model. Audit resources and curriculum provision.
There is no bullying of children because of their SEND.	Staff training in restorative questions when children have picked on or been unkind to a peer with SEND. All allegations will be investigated.
Every child leaving our school treats disabled people with respect and dignity, including those with mild disabilities.	Opportunities within the curriculum to look at the achievements of those with disabilities. Opportunity for those with disabilities to share their story (if they would like to) to again promote themselves as a disabled role model. Audit resources and curriculum provision.
Staff refresher training in restorative questions.	This includes when a child has been unkind to a peer with SEND. Positive Regard training. Supporting dysregulated pupils and restorative scripts training (BOSS).
Ensure that all pupils are given the opportunity to make a positive contribution to the life of the school including extended school opportunities.	Monitor representation in pupil leadership groups. Monitor extended schools registers. Audit sustainability of activities. Complete any necessary risk assessments.
Monitor and analyse the attainment of pupils with SEND and act upon trends and patterns within the data.	Pupil progress meetings. Assessment for learning. Scrutiny of resources/provision. Analysis of data. SEND plan do review meetings. Liaise with parents. SEND impact report shared with governors.
All children leave Year 2 with a receptive and expressive language level of at least 6 years and 11 months.	Phonics intervention to continue into KS2 for those who need it. Drama/oracy opportunities regularly planned for. Continue to ensure that Kagan approach is used effectively throughout school.
All children with disabilities are offered effective interventions to understand their difficulties (in liaison with parent wishes).	Interventions implemented across school. Interventions regularly monitored by subject leads and senior leaders. Changes made to groups based on formative assessment.
Ensure full access to the curriculum for all. Engaging with professional agencies to provide support and advice for working with children with additional needs.	Ensure activities and resources are differentiated. Ensure specific equipment is sourced from occupational therapy and specialist agencies if needed. Staff trained to support children with SEND effectively within the classroom. Intervention programmes implemented to target specific gaps in learning for identified pupils including those with SEND.

Attendance of pupils with SEND to be in line with school average.	Attendance closely monitored and intervention takes place when negative trends identified. PAs identified and worked alongside in the year. Support for parents who are finding it difficult to get their children into school.

Our Classrooms and Buildings

Target	Comments	How well has this been achieved?
We will review fire evacuation information in the building to ensure that it is communication friendly.	The information should be easy to access for emerging-readers to access.	Updated every year – staff changes and circulated. Available through SAM people.
Termly fire evacuation and lockdown procedures are tested.	Pupils with SEND will have reasonable adjustments made where needed e.g. scooter to leave the building.	Fire – three times per year Lockdown – twice per year Fire plan book – noted where lessons have been learned.
We will make the building accessible.	All areas of school can have wheelchair access, including the steps near the front playground where there is a lift. Ensure that visual checks are carried out on a daily basis – housekeeping, keeping areas free from obstruction	2/4 exits have ground access. Quad doors open so will never be blocked. Lift is serviced twice a year. Disabled toilet. Mechanical changing bed in nursery which is serviced yearly.

Our Written Information

Target	Comments
We will revisit our approach to display so that it balances inspiration with the right levels of stimulation.	SENDCo will table this at a senior leadership team meeting so that it can be discussed and this can then be fed back to staff to sustain or tweak practice.
We will include subheadings in the weekly newsletter so it is clear which class(es) each paragraph relates to.	The newsletter has a very predictable layout. This step enables parents who find reading harder to skip sections to find the parts that matter to their child, e.g. **"Lunch time and after school clubs** This half term we have a wide range of free lunchtime and after school clubs…" Where there is not enough space for subheadings, we will state the target group at the start of the sentence, e.g: *"Y4, Y5 and Y6 children have been invited to The ECO Centre"*
We will ensure that we are clearer that parents who, for example, feel overwhelmed can ask for help.	Emails and Twitter posts will encourage parents to get in touch with school if they need support.
We will provide staff briefing/training on accessibility to office staff.	Staff awareness of access issues enhances the accessibility of written information from the office. Training would include: ● Tools for converting pdfs ● Alt text ● Signalling headings ● Sans & Serifs ● Dyslexia friendly approaches ● How adults with literacy difficulties might complete forms via speech to text and text to speech ● VI friendly fonts This means that the base level of accessibility is improved and that staff are well placed to respond very quickly to requests for accessible formats.

4. How do we monitor this plan?

Our SENDCo will review this plan every July

This means:

- Re-reading the plan.
- Making updates if needed.
- Chasing colleagues if targets need further work to get them complete.

- Reminding colleagues what they need to do this year.

The updated plan is then put onto our website.

This plan and the SEND development plan will not ever match perfectly but they will overlap.

Asking People

We would ask about this plan in our annual survey of parents, but we know that not every parent wants to read it. So we will ask questions that help us plan the next steps, e.g: *"What one thing would you change about our SEND provision?"*

We will also ask this question when getting children's views for review meetings once a year.

This gives us lots of small bits of information that help us reflect on successes and plan our next steps.

Our Governors

Our Governors agree that the Head of School can approve the plan. It doesn't need to be given to governors to approve. However, SEND governors will monitor the plan by visiting school each year in the summer term. They will focus on:

- In Year 1 of the plan: Our classrooms and buildings
- In Year 2 of the plan: The curriculum
- In Year 3 of the plan: Written Resources

At the end of the 3 years, the SENDCo will report to governors on how successful we have been.

We have set some really big goals. Some of our goals might even be too big. But let's try our best to reach them – because they are things that matter to the lives of people, both young and old.

5. Extra Info

Disability vs SEN?

Whilst Accessibility Plans are intended to mainly to improve things for those with disabilities, we go beyond that and include access for all children and adults with SEND as well as disabilities.

In schools,

- A pupil with SEND normally means a person needs SEND provision to meet their needs, for example:
    - Dyslexia
    - Language delay
    - Anxiety
- Disability means a person has a long-term condition that has a substantial impact on their daily life, for example:
    - Autism
    - Downs Syndrome
    - Cerebral palsy

Most conditions that can be SEND can also be disabilities. It depends on how severe the condition is. We recognise that some people don't consider themselves disabled, but take a view that it is the world around them that disables them, rather than their condition. This is sometimes called the "social model of disability".

Our plan simply wants to improve lives of children and adults with SEND regardless of:

- whether someone's needs are classed as "SENS" or "disabled" and
- whether it is their disability or the world that disables them.

Our Accessibility Plan vs our Policy

Our plan covers both our plan and policy. We put both in the same place and call it our plan so it is clear that it is a about **what we will do**.

Staff with SEND

The school also has duties towards disabled staff. We will:

- Monitor recruitment procedures to ensure that disabled people have equal opportunities.
- Make reasonable adjustments so that staff can fully access the workplace.