

Accessibility Plan 2024-2025

Introduction

Through its Accessibility Plan, Arnold Hill Spencer Academy endeavours to comply with the Equality Act (2010), the SEND Code of Practice (2014) and the DfES guidance provided in “Accessible Schools: Planning to increase access to schools for disabled students” (July 2002).

The Accessibility Plan sets out the academy’s proposals to provide an accessible environment that values and includes all students, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability, accessibility and to develop a culture of awareness, tolerance and inclusion. The accessibility plan contains relevant actions to increase access to education for students, parents, staff and visitors in the three areas required by:

- Increasing access for disabled pupils to the school curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
- Improving access to the physical environment of schools. This covers improvements to the physical environment of the school and physical aids to access education
- Improving the delivery of **written information** to disabled pupils. This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include hand outs, timetables, textbooks and information about school events. The information should take account of pupils’ disabilities and pupils’ and parents’ preferred formats and be made available within a reasonable time frame.

Definition of Disability:

Definition of Disability as defined by the Equality Act 2010:

‘A person has a disability for the purposes of the Act if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.’

Statement of Intent:

Arnold Hill Spencer Academy aims to provide a positive learning environment for all and will:

- Ensure staff and governors will receive appropriate training to support the needs of pupils with disabilities
- Resource, implement ,monitor , review and revise the accessibility plan as required to address the increasing and changing needs of current and prospective pupils
- Make available the school accessibility plan on the school website
- Recognise and value parents’ knowledge of their child’s disability and the effect it has on his/her ability to carry out activities
- Respect parents’ and pupils’ rights to confidentiality
- Develop action plans on the key aspects of accessibility and ensure that these are reviewed annually during the summer term and new plans will be drawn up every 3 years

The academy’s complaints procedure covers the Accessibility Plan.

The accessibility plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum policy
- Health & Safety policy
- SEND policy
- Pupils with on-going Medical Conditions policy
- Equality and diversity policy
- Social, moral, spiritual and cultural (SMSC) policy
- School Improvement Plan

Context

Arnold Hill Spencer Academy is a large school and originally had a split-site arrangement. The academy underwent a significant building programme, which saw the replacement of the old upper school building with a new school building (A Block) in September 2016. One of the original buildings still in use (B Block) is over 50 years old. The 4 main buildings are spread across a large site, which is built on a hillside on different levels. The new building is more accessible to those with disabilities, including wheelchair users, and is closer to the other buildings. However, pupils and staff are still required to navigate their way around the school site throughout the day to access lessons and activities in different buildings, which can require considerable amounts of movement at certain times of the day.

Date of Plan: September 2024

Date of Review: Every 12 months until September 2025

Responsible staff member: Georgina Turgoose (SENCo)

Arnold Hill Spencer Academy Accessibility Plan

Increasing access to the school curriculum				
Targets	Strategies	Outcomes	Timeframes	Goals achieved
Build strong relationship with family of school to ensure a positive, smooth and comprehensive transition to key stage 3.	SENCo & Deputy SENCo to liaise with feeder schools from half term 2	To identify as early as possible any pupils that may require additional transition or intervention.	Nov- Dec	Successful open evening and parents already coming to school for visits.
	SEND team to visit identified pupils within their broad area of need from Half term 3.	Identify what support may be needed and explore appropriate interventions.	Jan – May	LSA Audit & new roles appointed.
	Students identified with SEND to have pupil passports in place for transition days. Opportunity for parents, students and relevant professionals to be involved with the writing of passports.	Staff to have comprehensive understanding around the needs of students and equipped to best support them in advance of transition days.	May	Pupil passport training given to all LSAs.
	Additional open days and sessions for identified pupils	Help to ease anxiety of pupils and their parents /carers ahead of transition	Ongoing	Deputy SENCo and SENCo begin meeting with parents of children who are

	with SEND and their parents /carers.	to secondary. Help facilitate pupil passports as we will have more detailed information.		considering AHSA for their school in 2026 from September. Open Evening – Oct 23
Identify and offer a broad range of targeted interventions.	A comprehensive range of baseline and ongoing formative and summative assessments.	NGRT data- KS3 Lucid Exact – KS3 Assessments to identify opportunities for targeted intervention. Ongoing assessment to monitor impact of intervention.	Ongoing	Reading plus introduced 2021
	SEN Referral form – available to parents and in school staff to help identify children with any areas of need or barriers to learning.	Special intervention leaders to be made aware of students with potential learning difference (within their area of need) with the view to formally identifying and removing barriers to learning through targeted provision.	10 working days to initial response to applicant making the referral. Any further investigations will be communicated and parents will be contacted if relevant.	Successfully implemented SEN referral process from September 21.
	To ensure interventions at KS3 are supporting pupils in their transition to KS4.	Reading Plus – Literacy and comprehension targeted individual online intervention. Numicon – Maths based	To improve students reading, comprehension, fluency, vocabulary and oracy. Numeracy Improving social and emotional difficulties.	September 21

	- School counsellor Careers guidance for pupils with SEND. In school careers advisor and close links to local authority through Henry Wheeler.	As well as our schools' careers advisor – Henry Wheeler is a member of the Academy's inclusion team and local councillor who helps pupils to explore opportunities for employment and learning beyond school.		
Exam access arrangements in place for KS4 and 5	Pupils in year 10 and 12 to be screened using Lucid Exact (GL assessment) to identify any pupils who may require additional access arrangements for exams.	Pupils are identified as may or may not needing further testing. Test then carried out in school in line with JCQ.	Half term 2 SENCo – CCET qualified to carry out psychometric testing.	Screening has identified pupils with academic challenges in time to prepare for exams. These pupils will be tested further.
	SEND Leaders to work within their departments and alongside the SEN team to share good practice and follow QTF. UPR Holders for every faculty in school.	Inclusive checklist is consistent in all lessons.	GTE managing with EDN with oversight.	Inclusive practice across the academy.

	All teachers to have a role in identifying supporting and, monitoring individual; pupils with SEND. Specialist Intervention leaders to share their knowledge and experience within their area of need to teaching staff.	All pupil information to be available on Synergy. Supporting teachers to feel confident in meeting the needs of identified pupils across their areas of need.	September 2023 and ongoing.	
Ensuring strong relationships with other schools within the Gedling family and within the Trust.	Gedling SEN meeting (Charlotte Rhodes– family SENCo) Springboard Meetings (Ed Psyc / C & I team and family SENCo) Surgeries (C & I) AFN panel meetings Governor meetings SAT Link leads. S. Macaneny & Rachael Saunders. Oversee SEND & Disadvantaged.	Build and share good practice. Dyslexia policy to be produced. Pupils identified. Nikki – visit to school and meetings with the SENCO. Audit and observe and advise on best practice.	Policy in draft September 23 Training and consultation process opens. Termly link meetings Termly visits.	Presented to SLT. Reports available and up to date. Ongoing

Improving the mental health, resilience and wellbeing of all learners.	Designated MH leader – G Turgoose (SENDCo)	Working with SEND Leaders and Pastoral team to provide a referral process for any concerns.	Ongoing	
	A graduated approach to SEMH.	SIL – SEMH employed and has supporting LSAs.	(Ongoing) Meets fortnightly with Heads of year to discuss needs of pupils.	
	Homunculi approach – Relaunch HT4	Sixth form pupils trained and allocated a year 7 or 8 pupil to work with for 6-10 weeks.	Anna Freud questionnaires to show increase in resilience and well-being.	
	In school counselling provided to students per need.	School councillor employed (currently 3 days per week, to phase up).	Ongoing. Waiting list for counselling varies to level of need. Any specific counselling can be signposted to pupils and families. Website has all MH information.	
	Wellbeing and resilience focus in guidance/PSHE sessions.	Students to have increased emotional resilience and to feel happier and more secure within themselves, their schooling and home.	Ongoing	Sessions delivered to students in guidance periods, wellbeing week built within framework of school calendar.

	Mental health first aiders.	Review and apply for CPD to increase capacity of staff with training.	Yearly	Ongoing
Provide Inclusive environment for pupils with physical disabilities.	Risk assessments and medical care plans. Lift access to upper levels in school buildings.	PEEPs completed in conjunction with Josh Beeson the site manager Training for staff with issues identified during SEND Leaders to meet each half term.	Ongoing – to be completed each year in July in preparation or September. Ongoing Ensure continuity and clear message.	PEEP all complete and staff trained – Lead by Josh Beeson