



SEND Accessibility Plan

This plan is drawn up to implement the Thomas Alleynes' High School Planning Duty for Disabled access. Schools are required under the Equality Act 2010 to have an accessibility plan.

Document History

| Version | Version Date | Author | Summary of Changes |
|---------|--------------|------------|--|
| V0.1 | October 2025 | Jack Biggs | Amendments following Accessibility Audit – 3.10.25 |

This policy was approved as follows:

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| Approver: | Jack Biggs | Date: | October 2025 |
| Owner: | Jack Biggs | Version: | 0.1 |
| LAC adoption date: | February 2026 | Review frequency: | Annually |
| Status: | FINAL | Next review date: | October 2026 |

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1. Introduction

This plan is drawn up to implement the Thomas Alleyne's High School Planning Duty for Disabled access. Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled students can participate in the curriculum
- Improve the physical environment of the school 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 school aims to treat all its students fairly and with respect.

This involves providing access and opportunities for all students without discrimination of any kind. The plan will be made available online on the school website, and paper copies are available upon request. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan. Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns. We have included a range of stakeholders in the development of this accessibility plan, including students, parents, staff and governors of the school.

2. 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, '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. Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled students.

This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Activities

The school will undertake to meet its key objective by developing three key areas:

3.1 Access to the Curriculum

- The school undertakes to assess its provision of curriculum to students on a regular basis, and to use this information to better tailor the curriculum to pupil requirements.
- Create a challenging curriculum where suitable learning challenges are set and the progress of an individual's achievements can be assessed.
- To seek and follow the advice of services such as other schools, the ULT, the Government, and independent bodies to achieve best practice.
- Continue to follow and endorse the key principles of the National Curriculum 2014 Framework.
- To direct funding into staffing in order to maintain suitable academic group sizes and provide substantial pastoral support to ensure that all students achieve increased levels of success.
- To provide a quiet room facility for students to complete work and private study at break times or lunch times.
- To show flexibility when putting together student timetables. This may include visits to college or regular work experience.
- To provide extracurricular activities which will appeal to a variety of different interests, sports, art, music, drama, animal care etc.
- To support students in completing their homework and coursework tasks by providing a regular homework club, staffed by TAs and tutors, and coursework/ revision classes staffed by subject staff.
- Increase participation in leisure and cultural activities, as well as out-of-school visits particularly for students who present physical or behavioural challenges. Also to involve students in externally run events for particular pupil groups, for example attendance at the hard of hearing social trips.

- To produce SEND risk assessment procedures for students with physical needs, for the subjects during which they may be at risk of injury or accident.
- To increase the use of ICT to support the learning of students where appropriate, either via software or hardware.
- To provide teaching assistant and tutor support efficiently to support students in the classroom or provide one to one sessions where necessary.
- To offer effective and regular communication to teaching staff regarding specific pupil needs and provide regular training.
- To liaise and work with outside agencies in order to support and enhance pupil's access to the curriculum. To completed pupil and parental surveys yearly, in addition to regular pupil forums to address concerns in school.
- To identify peer support mechanisms, for example the school council, and ensure that students have a voice in decisions that affect them.
- To enhance the positive culture and ethos of the school by undertaking additional interventions, for example the touch typing, small group provision and Emotions Coaching.
- To set regular homework appropriate to the ability level of each teaching

3.2 Access to the Physical Environment

- The school will annually audit existing facilities and develop ways of making the physical environment more accessible to people with disabilities.
- Consider how different impairments have specific requirements and can be best catered for within the school environment.
- Consider ways of providing the most suitable aids and resources, outside of the child's SEND, or health, provision.
- To seek and follow the advice of services such as the Government, the ULT, other schools, and independent bodies to achieve best practice.
- Maintain yellow lips on the edge of steps around the school to facilitate movement around the building for those students with visual impairments.
- To ensure that all new developments have disabled access.

- To implement buddy or early release schemes where appropriate for individuals to make movement around the school less daunting.
- To ensure that eating and toilet facilities are available on the ground floor of the school.
- To timetable students with physical or sensory disabilities into subject rooms that are most appropriate to their needs where necessary.
- To increase the access to computer software and laptops. To provide staff training where appropriate on the purpose and use of such aids.

3.3 Access to Information

- Audit existing methods of providing information and media utilised, develop these to improve accessibility by considering issues such as readability. To provide copies of school documents in Dyslexia Friendly format.
- Work with Local Schools, ULT and local support services to source best materials at an appropriate cost.
- Include parents and students in the choice of the most suitable media for the disabled child.
- To deploy Teaching Assistants to ensure the use of flexible grouping in lessons.
- To provide information about the school via the school website.
- To hold SEND Passport Review Days twice per year to enable parents of student with SEND to discuss progress with allocated key workers or raise concerns.
- To take advice and develop resources with outside agencies such as the SEND Family Partnership, and to encourage outside speakers to attend SEND open evenings and provide information to support parents.
- To communicate with parents in the most appropriate way possible for example, letter, phone call, e-mail or meeting and provide feedback on it.

4. Accessibility Audit

The annual Accessibility audit conducted in October 2025 indicated the following:

- Areas of the school that are accessible without significant steps are A1, A2, C1, C2, C3, C4, C5, C6, C14, C15, C16, C20, C21, C22, C23, C24, C25, Ede Studio, F1, F2, Gym, J1, J2, K8, P1, P2, P3, Sports Hall, S1 and S2.
- There is ramp access at the following locations: external door to C20. External door to the foyer between J1 and J2, A block corridor via the bike sheds at the front school entrance, the Ede Studio/theatre entrance at the front of the School.
- There are disabled toilet facilities on the A block corridor, C block corridor and in the Pavilion. These toilets have key locks and require staff to unlock them.
- The first floor of A C block are both not accessible without using stairs.
- Additionally, A3, K8, Keeling House, J3, J block, S4 and the Sixth Form Common Room all require the use of stairs.

5. Linked Policies

The plan will contribute to the review and revision of related school policies:

- School SEND Information Report
- TAHS Local Offer
- School Development Plan
- Staff Development Plan
- Building and site development plan
- Risk assessment Policy
- Health and safety
- SEND Policy
- Medical policy
- Equal Opportunities Policy
- Curriculum Policies
- Homework Policy

6. Disability Action Plan

| Targets | Strategies | How | When | Goals Achieved |
|--|---|--|-----------------------------|--|
| EHCP and HCP to be amended / created for all relevant y9/new students | <ul style="list-style-type: none"> Liaison between SENCO/medical officer/school nurse/home/student Staff and governors informed of requirements and obligations of DDA and the Accessibility Plan | Planned care review times | On-going | Up to date and relevant HCP/EHCPs in place to allow for most effective medical support |
| Ensure compliance with DDA and SEND Code of Practice 2014 | <ul style="list-style-type: none"> Encourage parents to become governors Parents drop in sessions | Staff Meeting Guidance Notes Governor Meeting | On-going Review annually | School complies with DDA and COP Requirements |
| Increased Involvement of parents of disabled children in decision making | <ul style="list-style-type: none"> Include as part of the application process Liaison with school nurses and feeder schools Training | Parent evenings Passport Review Day Parental Voice Literature Promotion Governor Meetings | Ongoing Review annually | Parents of disabled children feel able to express their views |

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| Improved awareness of prospective and existing student disabilities | <ul style="list-style-type: none"> Training sessions in awareness and different disabilities Open discussion SEND folders available for all staff on MS Teams | Application process Open Days Staff Meetings | On-going Review annually | School able to best target Plan resources |
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| <p>Improve staff understanding and skills for dealing with disabled students in order for staff to make reasonable adjustments.</p> | <ul style="list-style-type: none"> • Deaf awareness • Dyslexia training • Hearing Impairment training • Autism training • SEND Adaptive Teaching Working Party member in all departments | <p>Staff Meetings</p> <p>Training Reviews</p> <p>Governor Meeting</p> | <p>On-going</p> <p>Review annually</p> | <p>A wide skill base is available</p> |
| <p>LSAs offered key CPD for key Disabilities</p> | <ul style="list-style-type: none"> • Deaf awareness • Dyslexia training • Hearing Impairment training • Autism training • SEND Adaptive Teaching Working Party member in all departments • Increased communication with middle schools | <p>Internal courses</p> <p>External courses</p> | <p>On-going</p> <p>Review termly</p> | <p>Chosen staff member is confident in giving advice to others in their key disability</p> |
| <p>Share Best Practice</p> | <ul style="list-style-type: none"> • Increased communication with middle schools • Partner with other schools to share cost of purchasing | <p>Pyramid meetings</p> <p>SEND dept meetings</p> <p>Staff meetings</p> <p>SENSS training</p> <p>Staff to attend SENCo updates</p> | <p>On-going</p> <p>Review annually</p> | <p>Partnerships are formed with other local schools and ideas disseminated</p> |

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| <p>Increase access to the curriculum for students with a disability</p> | <ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all students. • We use resources tailored to the needs of students who require support to access the curriculum. • Curriculum progress is tracked for all students, including those with a disability. • The curriculum is reviewed to ensure it meets the needs of all students. | <p>Staff meetings</p> <p>Learning walks</p> <p>Lesson observations</p> <p>Reporting cycle</p> | <p>On-going</p> | <p>There is a wide range of resources available to school</p> |
| <p>Improve and maintain access to the physical environment</p> | <ul style="list-style-type: none"> • The environment is adapted to the needs of students as required. • This includes: <ul style="list-style-type: none"> • Ramps • Elevators • Disabled parking bays • Disabled toilets and changing facilities | <p>Site walks</p> | <p>On-going</p> | <p>Site is regularly updated and improved</p> |