Accessibility Plan

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

1. Vision Statement

Our vision is to create a safe, nurturing, and inclusive school where every learner with SEMH needs and Autism Spectrum Disorder is valued, understood, and empowered to thrive. We are committed to removing barriers to learning, fostering independence, and equipping learners with the skills, confidence, and resilience they need to succeed both within school and beyond, while celebrating their individuality and strengths.

2. Action Plan Table

Area	Objective	Actions	Responsibility	Timescale	Monitoring/Success Criteria
Curriculum	Ensure all learners, including those with ASD, have access to a broad, balanced, and differentiated curriculum.	• Adapt teaching materials (visuals, structured tasks). • Provide alternative methods of recording (ICT, visuals). • Embed SEMH regulation strategies.	SENDCo, Class Teachers, Curriculum Leads	Review Spring 2026	Lesson observations, planning scrutiny, learner feedback. Learner progress data shows engagement and attainment; learners report understanding tasks.

Teaching and Learning Environment	Create structured, predictable, and low-stimulation environments.	• Provide low-arousal classrooms and sensory-friendly areas. • Use visual timetables and social stories. • Reduce sensory triggers (noise, lighting).	Property Manager, SENDCo, Class Teachers	Spring 2026, further enhancements by Summer 2027	Environment audits; wellbeing surveys; incident logs, reduced dysregulation incidents; learners feel calm and safe.
Communication	Ensure learners with ASD can communicate effectively and understand routines.	• Use visual aids (PECS, symbols, Makaton if needed). • Staff training on ASD communication strategies. • Consistency across staff.	SALT, SENDCo, all staff	Training within 12 months; ongoing use	Observations, staff CPD feedback, Learners can express needs; staff apply consistent strategies effectively.
Staff Development	Build staff expertise in ASD and SEMH support.	• Provide CPD on ASD, SEMH, trauma-informed practice. • Peer observations to share best practice.	SLT, Deputy SENDCo	Annual CPD programme	Observation of classroom practice, Staff confidence rises; consistent approaches seen in all classes
Learner Support	Empower learners to engage with their learning.	• Further develop individual support plans. • Involve learners in setting learning goals. • Offer mentoring or peer-support programmes.	SENDCo, Tutors, Learning Support Assistants	Review Spring 2026	Learner voice feedback shows confidence. Personalised targets met.
Family Engagement	Build strong partnerships with parents.	• Easy-read guides/visuals for families. • Use digital platforms for parent communication, emails, surveys. • Parent group meetings.	SENDCo, HOS	Review Summer 2026	Increased parental confidence and engagement. Positive feedback from parents.

3. Long-Term Goals (3-Year Roadmap)

- Year 1: Create consistent, structured, and autism-friendly environments across the school. Staff will receive core training in ASD and SEMH strategies, and baseline audits of curriculum, environment, and accessibility will be completed. Early interventions, visuals, and safe spaces will be embedded as standard practice.
- Year 2: Refine strategies to ensure consistency across all classrooms and departments. Staff will develop advanced skills in communication, de-escalation, and trauma-informed practice. Families and external agencies will be more closely integrated into planning, and learner voice will shape ongoing improvements.
- Year 3: Expanding personalised approaches for learners, strengthening transitions into adulthood and post-16 placements, and embedding a whole-school culture of accessibility and emotional wellbeing. Success will be measured by improved outcomes, reduced barriers, and positive feedback from learners and families.

4. Monitoring and Review

- Reviewed by: SENDCo and Senior Leadership Team.
- Frequency: Annually (with mid-year progress checks).
- Stakeholder Involvement: Learners, parents, staff, and SCB.
- Evaluation Methods: Surveys, learner progress data, classroom observations, feedback from families.