Document Title	**Accessibility Plan – Horbury Academy**
Author/Owner (Name and Title)	Principal at Horbury Academy
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Policy Category (Please Indicate)	**1**	Trust/Academies to use without amendment
	2	**Academy specific appendices**
	3	Academy personalisation required (in highlighted fields)

Summary of Changes from Previous Version

Version	Date	Author	Note/Summary of Revisions
V1	July 26	Exec	New policy

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1. AIMS

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 students with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable students with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to students with disabilities.

ACADEMY VISION

The Academy aims to treat all students fairly and with respect and provide access and opportunities for all without discrimination.

Staff are trained in equality issues and disability awareness.

The Academy works in partnership with parents, carers, and external agencies to deliver this plan.

This plan will be available on the Academy website and in alternative formats upon request.

2. LEGISLATION AND GUIDANCE

This document meets the requirements of the Equality Act 2010 and the SEND Code of Practice (0–25).

A person is defined as disabled if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Schools must make reasonable adjustments to ensure students with disabilities are not at a disadvantage.

This includes provision of auxiliary aids and adjustments to premises.

3. ACCESSIBILITY ACTION PLAN

The following areas outline how the academy will meet its duties:

ACCESS TO THE CURRICULUM

Our Current Practice Includes…

- All students access a broad and balanced curriculum that is regularly reviewed.
- Teaching staff receive ongoing CPD to remove barriers to learning.
- SEND identification is built into assessment processes.
- Individual support plans are in place where required.
- Enrichment and trips are inclusive and adapted where necessary.

AREAS FOR FURTHER DEVELOPMENT AND FOCUS

Aim	Objectives	Actions to be taken	Person/s responsibility	Timeline	Success Criteria
Continue to increase access to the curriculum for all pupils, including those with SEND and disabilities.	• Students needing to access the toilet, or leave lesson early, due to a medical or physical disability, do so via staff escort to maximise lesson time. • Continue to provide adaptive teaching and needs focussed professional development by planning PLD sessions into the whole school calendar. • Continue to develop consistent use of access arrangements in lessons, as normal way of working, for students who will require this in KS4 and beyond.	• Lesson transition timetable created by the SENDCo so adults can facilitate transitions within the academy for students with physical needs. • Implementation of a SEN on-call system to provide in-the-moment support for students with a Special Educational Need or disability. • Assistant Principal for Inclusion, SENDCo and Vice principal for teaching and learning to work collaboratively to input and deliver ongoing PLD throughout the year focused on adaptive teaching and needs of the current cohort. • SENDCo to continue to work collaboratively with teaching staff to outline evidence that is required by JCQ to enable access arrangements for students. • SENDCo will ensure that any changes to JCQ guidance is clearly communicated to staff promptly.	SLT, SENDCo, SEND team.	2026-2028	• All pupils are enabled to maximize their time in learning. • Students have their mental health needs and sensory needs addressed quicker and more efficiently. • Academic outcomes for students with a disability or Special Educational Need increase and disabilities increase. • Lesson drop-ins evidence that personalized learning plans are utilized by staff at all stages of learning (planning, delivery, assessment and feedback). • Students that require access arrangements such as a reader or extra time are consistently able to access this and arrangements are evident during both in-class and formal assessments.

	• Maintain strong attendance, progress and wellbeing for pupils with disabilities. • Strengthen partnership working with parents and external collaboratively with WISENDSS, Educational Psychology, Speech and Language Therapy, Occupational Therapy, Physiotherapy, CAMHS, School Nursing and Hearing and Vision Support Services. • Continue to provide sensory circuits, visual timetables, lunch nurture provision and access to the sensory space where appropriate. • Deliver regular CPD on autism, ADHD, trauma-informed practice, adaptive teaching, hearing agencies	and access to the sensory space where appropriate. · Deliver regular CPD on autism, ADHD, trauma-informed practice, adaptive teaching, hearing impairment and medical needs. • Ensure educational visits, enrichment opportunities and extracurricular activities are fully inclusive through appropriate planning and reasonable adjustments. • Monitor progress through learning walks, book scrutiny, pupil progress meetings and SEND reviews.			

PHYSICAL ENVIRONMENT

Our Current Practice Includes...

- The environment is adapted to meet pupils' needs as far as it is practicably possible and reasonable to do so (e.g. ramps, lifts, accessible toilets).
- Regular audits are undertaken to identify barriers.
- Adjustments are made in response to individual need.

Aim	Objectives	Actions to be taken	Person/s responsibility	Timeline	Success Criteria
Continue to improve access to the physical environment to enable full participation in all areas of the academy.	• Quality assurance of the sensory equipment within the Aurora and Restoration room to ensure it suits the needs of our current cohort of students. • Train more staff members in how to use the Evacuation Chair during a fire exit. • Train a wider range of staff on specific medical needs of students	• SENDCo and the Assistant Principal for Inclusion to conduct visits into Aurora, Luminous, Restoration and the Beacon room to quality assure the equipment. • SENDCo and the Business Operations Manager to train up appropriate fire wardens and members of the SEND team on how to use the Evacuation Chair.	Assistant Principal for Inclusion, SENDCo, Business Operations Manager.	2026-2028	• Quality assurance process shows that inclusion bases have appropriate sensory equipment for those that require it and that the equipment used helps students to regulate effectively. • More staff become qualified to operate the Evacuation Chair (fire wardens and members of the SEND team specifically). • Students with specific medical needs that have a significant impact on their ability to access our academy have a bigger team of staff members who have received specialist training on their medical needs from external professionals such as the Purple Heart nurses.

	they will be supporting.	• SENDCo will arrange training for staff members working with students that have specific medical needs or disabilities through external professionals and services.			

ACCESS TO INFORMATION

Our Current Practice Includes…

- Information is available in a range of accessible formats both electronically and as hard copies.
- The website is accessible and regularly reviewed.
- Communication with families considers diverse needs.

Aim	Objectives	Actions to be taken	Person/s responsibility	Timeline	Success Criteria
Continue to improve the accessibility of information for parents, carers and visitors.	• Review accessibility options for key documents on the school website. • Review the accessibility of the website and its' compliance.	• SENDCo to work alongside SLT and wider appropriate staff members to ensure that key documents and policies are accessible to those that may have a disability. • SENDCo to ensure any policies related to SEND are reviewed and compliant in-line with recommended timeframes. • Principal to work with relevant senior leaders to review appropriate documents and policies to ensure they are compliant.	Principal, SLT, SENDCo.	2026-2028	• All key policies and documents are accessible via the school website. • All key policies and documents have accessible adaptations, should they be required for a parent or visitor. • All key policies and documents are compliant and reviewed within recommended timeframes.
Continue to improve staff access to information	• Continue to improve upon the consistency and efficiency of systems used by staff to access information	• SENDCo will quality assure PLPs on Bromcom with support from the PLP leads to ensure that	Assistant Principal for Inclusion, SENDCo, SEND	2026-2028	• Staff voice confirms that all teaching and student support staff know where to access information linked to SEND needs and disabilities for a child they are working with.

relating to SEND needs and/or disabilities of students.	about SEND needs and disabilities. • To continue to improve how we communicate the progress made in interventions with teaching staff, parents and carers and with students to improve communication and maximise progress. • To continue to improve the timeliness of communication between school and parents and carers for students with an EHCP and MSP to align with the guidance given in the SEN Code of Practice.	these are easily accessible for staff. • SENDCo to work with relevant wider staff members to develop how Bromcom uses intervention data so that this can be more accessible to staff, therefore more easily shared with the student and parents and carers. • Students with an EHCP or MSP to be assigned a key worker from the SEND team who will lead on any meetings and communications with parents. • SENDCo to continue professional development with the SEND team around the running of a review meeting for MSPs and EHCPs and how information should be gathered for these. • SENDCo and the Assistant Principal for Inclusion to continue to work with the SEND team and Inclusion team around the level of detail that should be recorded on Bromcom for individual interventions.	team, Inclusion team.		• Quality assurance tasks show that teaching staff and student support staff are utilizing PLPs and are consistently using the strategies within them. • Parent voice shows an increase in communication for key cohorts of students that have a SEND need and/or disability. • Data gathered by key members of the leadership team show an increase in commination between home and school. • Quality assurance tasks demonstrate that the logging of interventions on Bromcom, specifically in regard to details around individual sessions, is consistent and purposeful. • The SEND team receive further training on how to conduct EHCP and MSP reviews.

4. MONITORING ARRANGEMENTS

This document will be reviewed every three years or sooner if required.

The review will be led by SENDCo and Principal.

Progress will be monitored through Academy self-evaluation, stakeholder feedback and governance processes.

Final approval is by the Chief Executive Officer and Academy Education Committee.

5. LINKS WITH OTHER POLICIES

This plan should be read in conjunction with:

- SEND Policy and SEND Information Report.
- Health and Safety Policy.
- Rewards and Consequences Policy.
- Safeguarding and Child Protection Policy.
- Supporting Pupils with Medical Conditions and First Aid Policy.