



## ACCESSIBILITY PLAN

**3 year period covered by the plan:** December 2024 – November 2027

Plan reviewed: December 2025

Lead member of staff: Mrs Bethany Hunt

### Purpose of Plan

The purpose of this plan is to show how Warlingham School and Sixth Form College intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all members of our school community can take full advantage of their education and have an outstanding lived experience of school.

### Definition of disability

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 and staff with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that those with disabilities faces in comparison to those without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### Key Aims

To increase and eventually ensure for students and staff with a disability that they have:

- total access to our setting's environment, curriculum and information
- full participation in the school community
- regular opportunities to share, along with other stakeholders, their views and feelings
- an outstanding lived experience of school

### Principles

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Local Governing Committee has had three key duties towards disabled students, under Part 4 of the DDA:

- not to treat disabled students less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled students.

This plan sets out the proposals of the Local Governing Committee of the school to increase access to education for disabled students in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled students can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services;
- improving the delivery to disabled students of information, which is provided in writing for students who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission) – 2014
- Education and Inspections Act 2006
- Education Act 2011
- Keeping Children Safe in Education 2020
- The Equality Act 2010

We have a statutory duty to promote equality in all areas identified as protected characteristics in the Equality Act (2010)

All students have access to a broad and balanced curriculum and are encouraged to participate in the life and work of the school.

The Accessibility Plan shares objectives with the Equalities Policy and the Special Educational Needs and Disability Policy. Other relevant policies which should be referred to are:

- Curriculum Policy
- Educational Visits Policy
- Equality Policy
- Medical Conditions Policy
- Behaviour for Learning Policy
- Exclusions Guidance
- Attendance Policy
- Safeguarding Policy
- Teaching and Learning Policy

The priorities for the Accessibility Plan for our school were identified by:

- Headteacher – Mr P Foster
- SENDCo – Mrs Bethany Hunt
- Facilities and Operation Lead – Mr Steven Day
- Site Manager – Mr Elion Tafa
- Approved by Local Governing Committee

The specific areas covered by the Accessibility Policy are:

Increasing the extent to which disabled students can participate in the school curriculum

Improving the physical environment of the school to increase accessibility for members of the school community with disabilities – information covered within our School Access Audit Checklist

Improving the delivery of written information to adults and students including communication via social media

## Monitoring

This plan will be reviewed annually. The following actions will be taken.

- Tracking over the year will be analysed to identify where students have achieved well and where further support is required – this includes focusing on all vulnerable groups – Summer / Autumn 2024
- GCSE results will be analysed and will include a comparison made against students without SEND via SISRA – Summer 2021A review of the school premises will be made to identify further building requirements – Summer / Autumn 2024
- Focus groups run for students with disabilities including physical and sensory, social and communication, cognition and learning, social, emotional and mental health. Follow up paper and meeting with Senior Leadership Team to share views – Summer Term 2024
- Accessibility audits completed with students, parents and guardians and external support services including: physical disability, visual impairment and hearing impairment services. Additionally, to include ADHD, ASD and Speech and Language Outreach Services in audit process. Spring / Summer Term 2024
- Visits by members of the SEN team to specialist provisions including Moor House, De Stafford, Freemantles, Valence and Woodcote to view provisions and make recommendations based on these visits for inclusion in the accessibility plan – Summer Term 2024
- Accessibility Plan to be reviewed annually by the Governing Body in line with legislation
- Monitor and report to governors incidents of discrimination on grounds of disability – termly

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| Approved by Local Governing Body | Autumn 2025 |
| Due for review                   | Autumn 2026 |
| SLT Member                       | Mrs B Hunt  |



**Accessibility Action Plan (2024 – 2025)**

| <b>Aim: To ensure Warlingham School and Sixth Form College is compliant with the Equality Act 2010</b>   |   |                            |   |   |                          |  |
|--|---|----------------------------|---|---|--------------------------|--|
| Current Good Practice  | Objectives  | Long, medium or short term | Actions to be taken   | Person responsible  | Time frame               | Success Criteria   |
| <p>Our accessibility plan has been produced following a detailed accessibility auditing process completed alongside children/young people with SEND, their families and external professionals. All students and parents were invited to participate in accessibility audit.</p> <p>Training on the Equality Act 2010 forms a part of induction for all new staff, staff handbook and induction pack.</p> <p>As a school we aim to ensure that no student is treated less favourably or put at a disadvantage due to disability. This forms a key part of our SEND and inclusion policies.</p> | <p>Develop a clear strategy, coproduced with key stakeholders which endeavours to ensure that the whole school community sees person first and disability second.</p> | <p>Medium</p>              | <p>Disability awareness training – for all staff</p> <p>Programme of assemblies / inputs to develop disability awareness across the school</p> <p>Regular input from student focus groups and parental engagement</p> <p>Change to student profiles to focus on building on students strengths as well as addressing difficulties</p> | <p>SENDCo / Assistant<br/>SENDCo / SDa / SEN team / SLT</p> | <p>By September 2025</p> | <p>Student / Staff voice</p> <p>Disability awareness training completed by all staff</p> <p>Assemblies delivered to the whole school on disability awareness.</p> <p>Student focus groups up and active.</p> <p>New student profiles established and being used by members of staff.</p> |
|  | <p>Quality assurance</p>  | <p>Short</p>               | <p>SENDCo to be involved in all departmental “deep dives”</p>   | <p>SENDCo /</p>   | <p>From</p>              | <p>Regular</p>   |

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| <p>The SEN information report is up to date and regularly reviewed and available to all on our school website. The SEN information report includes links to the Local Offer.</p> <p>All staff receive regular training and support on how to identify and meet the needs of the students in our school community.</p> | <p>procedures and feedback to ensure all staff understand the needs of students and support them accordingly.</p>                          |                       | <p>with a focus on inclusion – this will involve classroom observations, work scrutiny and student voice.</p> <p>Student updates in every staff briefing focused on key students and their needs.</p> <p>Induction process for all new members of staff to include briefing on all students with SEND and their needs.</p> <p>Teaching Assistants to complete brief monitoring form for every lesson they attend identifying good practice and areas for improvement.</p> <p>Senior TAs to complete more in depth observations and drops ins for particular students to ensure students are being supported in line with their plans.</p> | <p>SEND Team /</p>  | <p>September 2024</p>                                       | <p>evidence from classroom observations that staff understand and are actively meeting the needs of students.</p> <p>Updates included in staff briefing every week.</p> |
| <p>As a school we review all of our whole school policies, processes and practices to ensure they are inclusive and do not unfairly disadvantage any students.</p>  | <p>Proactively include pupils with students with SEND, and their families in all enrichment activities.</p>                                | <p>Short</p>          | <p>Increased communication with parents to share enrichment timetable and encourage participation – offer teaching assistant support for first session to increase attendance levels.</p> <p>TAs to work alongside students in their year group to attend enrichment fair and identify one club for each student and to encourage attendance.</p> <p>Review of club offer to see if there is any missing clubs that might fit better with the needs of our students.</p>  | <p>SENDCo / SEND Team / Enrichment coordinator / Tutors</p> | <p>September 2024</p>                                       |   |
|   | <p>Celebrate the strengths of pupils / students with SEND and focus on building what they can do rather than what they find difficult.</p> | <p>Short / Medium</p> | <p>Changes to student profiles to ensure that all profiles include students strengths and interests as well as areas of need.</p> <p>Introduction of positive link report which focuses on positive targets for students and celebrates successes.</p> <p>Introduction of golden time on a Friday afternoon where students will be invited to participate in an activity based on a shared achievement for the week.</p>  | <p>SENDCo / SEND team</p>                                   | <p>September 2025<br/>September 2024<br/>September 2024</p> | <p>All student profiles updated by September 2025</p> <p>Link reports up and running</p> <p>Golden time</p>   |

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|  |  |                | Identifying and supporting with additional trips and enrichment opportunities which are accessible – e.g. sea life centre, Redhill Light   |  | September 2024                       | up and running from April 2023<br><br>Additional trips and activities interspersed throughout the year   |
|  | Involve students in the recruitment of teaching assistants and other school staff. | Short / Medium | All teaching assistant interviews to include a pupil panel made up of students with a range of SEND (short term)<br><br>Interviews for all members of staff – teaching or support staff to include students with SEND as part of the interview panel (medium term) | SENDCo / SEND Team / SLT / All staff involved in recruitment | September 2024<br><br>September 2025 | All teaching assistant interviews include student panel<br><br>All interviews include students with SEND |

**Aim: To ensure Warlingham School and Sixth Form College is physically accessible.**

| Current Good Practice  | Objectives  | Long, medium or short term | Actions to be taken   | Person responsible  | Time frame                 | Success Criteria  |
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| <p>As a school we conduct termly accessibility audits alongside the site manager and key stakeholders e.g. students, parents and external professionals.</p> <p>We routinely implement changes to the physical environment following accessibility audits; in the past 12 months this has included installing a ramp to allow access to A4, dropped kerbs in KS3 playground and outside the crunch and lowering of a speed ramp to allow easy accessibility. There are plans for additional access ramps to be added at the PE entrance and in the link corridor.</p> <p>Timetables are adapted to ensure that all classrooms within a student / staff members timetable are accessible.</p> <p>All emergency and evacuation systems are accessible to all and have a visual and auditory component. There are evac chairs positioned – evac training has been</p> | <p>Develop a long term strategy for ensuring that all areas of the school environment are fully accessible for all.</p> | <p>Long</p>                | <p>Thorough accessibility audits of the whole site to be undertaken with key stakeholders and professional external services / charities and covering full range of SEND including:</p> <ul style="list-style-type: none"> <li>- Physical disability</li> <li>- Hearing Impairment</li> <li>- Visual Impairment</li> <li>- Communication and Interaction – ASC / DLD</li> <li>- Social, Emotional and Mental Health - ADHD</li> <li>- Cognition and Learning e.g. dyslexia, dyscalculia</li> </ul> <p>Visits to mainstream schools with ELPs or specialist schools to view outstanding practice and further adaptations that can be made.</p> <p>Liaise with site and explore funding options for long term structural alterations e.g. inclusion of another lift, adaption of the Science, DT and Music classrooms with purpose built equipment and furniture.</p> | <p>SENDCo / Assistant SENDCo / Facilities and Operations Lead / SEN team / SLT / Site Manager / Finance</p> | <p>By September 2025</p>   | <p>Completed accessibility audits for all areas of SEND identified.</p> <p>Visits to alternative schools completed, reports prepared and fed back to SLT and Site Manager.</p> <p>Meetings with Finance Team, Site team and appropriate members of SLT to share findings.</p> |
|  | <p>Classroom interiors to be audited to ensure access to all areas for</p>  | <p>Medium</p>              | <p>Classroom audits to be carried out in all classrooms to ensure they are adapted to allow access to all students including those</p>  | <p>SENDCo / SEND Team /</p>   | <p>From September 2025</p> | <p>Classroom audit completed.</p>   |

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| <p>completed and members of staff are aware of their roles within this process. Students and staff needing evac chairs are aware of where to go in the event of a fire.</p> <p>Accessible toilets and changing facilities are located at various locations around the school and are left clear – they are regularly checked and form part of the accessibility audit.</p>  | <p>students with SEND. The audit will also focus on open plan areas for students with sensory difficulties.</p>                 |                     | <p>with sensory needs.</p> <p>Report collated with overall summary of key strengths and areas to highlight.</p> <p>Visit to specialist schools e.g Limpsfield Grange / Freemantles to see good practice</p> <p>Best practice guide on classroom interiors created to highlight good practice and shared with all staff.</p>   |   |                                      | <p>Report collated.</p> <p>Best practice guide produced and shared with all staff.</p>                                  |
| <p>There are calm low sensory areas available at several locations around school including the link, Bridge and year team offices. Lunch club and quiet spaces for break and lunch time are available to all students who find communal areas overwhelming.</p>   | <p>Signs and symbols around school accessible to those with visual impairments and communication and learning difficulties.</p> | <p>Medium</p>       | <p>Audit of signs around school to identify areas of need.</p> <p>Visit to specialist schools and provisions to see good practice e.g. Oxted VI provision and More House.</p> <p>Update and creation of signs accessible to those with visual impairments and communication and learning difficulties.</p>  | <p>SENDCo / SEND Team /</p>   | <p>September 2025</p>                | <p>All signs to be accessible to those with visual impairments and communication and learning difficulties.</p>         |
| <p>Adaptations have been made to furniture and equipment to address accessibility issues e.g. alteration of a table in DT to allow for wheelchair access.</p> <p>An audit has been completed alongside the visual impairment support team from Surrey LA to ensure the safety of students with visual impairments. Recommendations have been shared with the site staff and heads of department following on from this.</p> | <p>Adaptation of features of the physical environment in response to audit by visual impairment support team.</p>               | <p>Short / Long</p> | <p>Short term adaptations to physical environment following audit by visual impairment service to include:</p> <ul style="list-style-type: none"> <li>- Replacing striped edging on steps with single yellow band.</li> <li>- Painting / repainting markings on pillars</li> <li>- Painting curb edges in yellow.</li> </ul> <p>Long term adaptations to physical environment following audit, to be completed as replaced:</p> <ul style="list-style-type: none"> <li>- Contrasting colours for equipment in DT and Food Technology room and Science labs</li> </ul> | <p>SENDCo / SEND team / Site Team / Facility and Operations Manager / Finance</p> | <p>September 2024</p> <p>Ongoing</p> | <p>Short term adaptations in place.</p> <p>Longer term adaptations communicated to HOD and site team for awareness.</p> |

| Aim: To ensure Warlingham School and Sixth Form College is inclusive.  |   |                            |   |  |                   |   |
|--|---|----------------------------|---|--|-------------------|---|
| Current Good Practice  | Objectives  | Long, medium or short term | Actions to be taken   | Person responsible                           | Time frame        | Success Criteria  |
| <p>As a school we aim to make our setting as inclusive as possible. We actively encourage students with SEND to get involved with student forums including school council. A number of our students with SEND are involved in student leadership roles e.g. wellbeing ambassadors and peer mentoring roles.</p> <p>We aim to offer personalised and creative support to allow all students to access all activities including trips, visits and afterschool and break/lunch time activities. We liaise close with parents about appropriate adaptations with the access to the ordinarily available provision however where this is not possible we will try to find a workable solution e.g. running an additional trip or putting in additional swimming lessons instead of mainstream PE.</p> <p>We ensure that all students who are need of financial support are offered it and are not prevented from being included in activities and events due to a lack of finances.</p> | <p>Improve attendance for students with SEND by working closely with the attendance team, families and the inclusion service.</p> | Medium                     | <p>Use data appropriately to identify attendance concerns, including in school absence from lessons and to engage in discovery conversations with students, parents and staff to understand the barriers to attendance for individual students.</p> <p>Liaise with the attendance team / inclusion service on support available for persistent absentees with SEND.</p> <p>Bridge team to work alongside the mental health support team on pathways to inclusion and strategies for supporting students with EBSNA back into school and into lessons.</p> | SENDCo / Bridge Team / Attendance Team / SSt | By September 2025 | <p>Improvement in attendance figures for students with SEND.</p> <p>Reduction in the number of EBSNA or persistent absentees.</p> |
| <p>Our transition process from primary to secondary is robust; there are several opportunities for handover of information to take place including primary school visits and collaborative meetings with the SENDCos of all of our feeder primary schools. All students with SEND are offered an additional transition afternoon ahead of the transition days attended by all</p>  | <p>Develop a whole school strategy for inclusion – where aim is total belonging for all students regardless of need.</p>          | Medium                     | <p>Working alongside the Team Around School (TAS) with a focus on whole school belonging for students with SEND.</p> <p>Input from the Tandridge Mental Health Support Team – in form of individual, group and whole school education and interventions.</p>  | SENDCo, SLT, MHST                            | By September 2025 | <p>Students report a greater sense of belonging within the school through student voice.</p>                                      |

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| <p>students. There are several opportunities for parents to meet with the SENDCo and SEND team ahead of students transitioning and in the weeks following transition. There is a similar process for students transitioning from secondary to post-16 placements.</p> <p>Students who struggle with transitions between classrooms have access to a 5 minute early card which means they are able to travel to their next lesson before the rest of the school moves, preventing movement whilst the corridors are busy and overwhelming.</p> <p>Students have access to targeted, small group and/or individual activities to work on self esteem, confidence and social skills.</p> <p>As a school we have a robust anti-bullying policy, students have regular input through each assembly and wellbeing input on how to report bullying e.g. via reportit anonymouse email address. Peer mentors are allocated to students who have experienced bullying.</p> | <p>Pupils/students with SEND and their families given explicit information about trips and activities well in advance so that preparations can be made by their families.</p> | <p>Short</p> | <p>Newsletter sent out by SENDCo each half term to highlight key and upcoming events.</p> <p>Change in pastoral structure of team allows for clearer communication – each HOY and senior TA leading a team to share additional information and keep parents updated.</p> <p>Introduction of meet the tutor / HOY evenings to support further engagement and keep parents updated.</p> | <p>SENDCO / SEN Team / HOY an DHOY</p> | <p>September 2024</p> | <p>Better engagement with events from students with SEND.</p> <p>Parent voice – parents feel better informed.</p> |
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| Aim: To ensure Warlingham School and Sixth Form College has a curriculum that is accessible to all.   |  |                            |   |                           |                |  |
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| Current Good Practice   | Objectives   | Long, medium or short term | Actions to be taken   | Person responsible        | Time frame     | Success Criteria   |
| <p>Our school behaviour culture which is foundational to everything we do at Warlingham is characterised by <b>high challenge</b> and <b>high support for all</b> and all staff are expected to have high aspirations and expectations of pupils / students with SEND.</p> <p>Staff have access to regular and updated training around additional needs and how needs can be met – training delivered to whole staff on inclusion and quality teaching to meet students needs (Gary Aubin, EEF, September 2024), Emotion Coaching (Surrey Mindworks, September 2024) Autism and inclusion (Justin Price, Freemantles, March 2024), ADHD awareness (Barnados, March 2023).</p> <p>All students with disabilities are encouraged to participate in music, drama and physical activities – accessibility adaptations are made where access is not possible e.g. additional swimming lessons.</p> <p>The graduated approach is used by the SENDCo, Assistant SENDCO and whole team to meet the needs of all students. A fortnightly cycle of assessment is used by year teams to direct discussion and plan for</p> | <p>All students with SEND attain in line with their peers and have a clear next steps pathway when they leave Warlingham.</p>          | Medium                     | <p>Focus on wave 1 quality first teaching, including rigorous quality assurance procedure and staff development.</p> <p>Use of data to identify students not in line with their attainment and using graduated approach to identify and meet the needs of students with SEND.</p> | SENDCO / SLT / SEND Team  | September 2025 | End of year data shows that students with SEND are attaining in line with their peers. |
|   | <p>Increase scope of whole staff training to include more areas of need.</p>   | Medium                     | <p>Plan for whole school training on speech and language – how to support students with communication difficulties e.g. DLD.</p> <p>Whole school training on dyslexia and literacy, cognition and learning.</p>   | SENDCO / SLT              | September 2025 | Whole school training delivered on additional topics.                                  |
|   | <p>Curriculum development in Pe, Music and Drama to ensure that students don't just participate but thrive and experience success.</p> | Medium                     | <p>SENDCO involved in all departmental deep dives – focus on inclusion and supporting students to engage and thrive.</p> <p>Data driven identification of where engagement is not taking place and intervention plans put in place between SEND team and HODs.</p>                | SENDCO / SEND team / HODs | September 2025 | Curriculum developed to ensure inclusion and engineer success for students with SEND.  |

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| <p>intervention.</p> <p>All adults receive training on emotion coaching both teaching staff and non-teaching staff (September 2024) designed to support members of staff in building positive relationships with students and responding appropriately to students in a heightened state.</p>  | <p>All members of staff aware of and using the graduated approach whenever responding to the needs of students.</p>                      | <p>Medium</p> | <p>SENDCO to deliver training to SLT on the graduated approach.</p> <p>SLT deliver to HOD through line management meetings.</p> <p>HOD deliver to department teams through departmental meetings.</p>   | <p>SENDCO / SLT / HOD / Whole staff team</p>                    | <p>September 2025</p> | <p>All staff able to confidently describe the graduated approach.</p>           |
| <p>Teaching assistants and teaching staff receive additional training on adaptive teaching, scaffolding and modelling to support independent learning and engineer for success.</p> <p>The attainment gap between students with SEND and those without SEND has reduced between 2023 and 2024 in all measures.</p> <p>Students have access to assistive technology including laptops, reading pens, and additional technology to support in accessibility. As a school we are exploring the use of speech-to-text software.</p> <p>Auxiliary aids are used by students with physical and sensory impairments and staff within the department are trained in their use; staff from the physical sensory support team regularly liaise with the SEND department and visit to ensure they are being used appropriately.</p> | <p>All homework accessible to all.</p>   | <p>Medium</p> | <p>Development of home learning tasks with accessibility and inclusion as a focus.</p> <p>Additional support lessons in place within departments where students with additional needs are coached through accessing satchel / sparx / email so that they have full access to homework.</p> <p>Laptops and assistive technology for identified students.</p> <p>Homework club information shared with and accessible to all.</p> | <p>SENDCo / SLT / HODs</p>                                      | <p>September 2025</p> | <p>All students able to access homework – completion data shared with team.</p> |
|  | <p>All cover staff, including supply teachers are clear about the additional needs of pupils / students and how to meet these needs.</p> | <p>Short</p>  | <p>Training for all cover staff on how to find SEND needs and access student profiles.</p> <p>All cover staff include in training on additional needs.</p> <p>Student update shared in staff briefing every week with all members of staff.</p>   | <p>SENDCo / Assistant SENDCo / Cover supervisor coordinator</p> | <p>September 2024</p> | <p>All cover staff to receive training in meeting students needs.</p>           |

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|  |  |  | Quality assurance of teaching for students with additional needs |  |  |  |
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| <b>Aim: To ensure all information, advice and guidance shared by Warlingham School and Sixth Form College is accessible to all.</b>   |  |                            |   |                                 |                |   |
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| Current Good Practice   | Objectives   | Long, medium or short term | Actions to be taken   | Person responsible              | Time frame     | Success Criteria  |
| <p>The SEN Information Report and Accessibility Plan are online on the website and in hard copy available from reception for families without internet access.</p> <p>The information report and website signpost parents to both the Surrey local offer and the SEND Information, Advice and Support Service (SENDIASS).</p> <p>Annual review meetings are held at times when parents are able to attend; flexibility around holding reviews within the school day or at the end of the day and whether parents prefer face to face or online.</p> <p>Parents are able to communicate with the SEND department through email to <a href="mailto:sendco@warlinghamtlt.co.uk">sendco@warlinghamtlt.co.uk</a>, phone and also through regular open events including information evenings and coffee mornings. At parents evenings there is an opportunity for all parents to book in and meet with the SEND team.</p> <p>All students with SEND are introduced on induction to the Link and who and where to seek support. Students needing ongoing support are given fortnightly check ins with a keyworker or member of staff to address and identify any problems.</p> | <p>Website developed with students and parents to ensure it is presented in a family friendly way.</p>   | Medium                     | <p>Invite parents to feedback on website.</p> <p>Liaise with IT team to support development of website.</p>   | SENDCO / SEND Team / Admin team | September 2025 | Positive feedback from parents / students on website.                                 |
|   | <p>All information available in a variety of languages and available in a variety of formats including:</p> <ul style="list-style-type: none"> <li>- "Easy read"</li> <li>- Large print</li> <li>- Symbols</li> <li>- Audio</li> </ul> | Medium                     | <p>Update the school website to ensure information is presented in a variety of languages and formats.</p> <p>Work alongside the media team to ensure the website is accessible.</p>                  | SENDCO / SLT / Media team       | September 2025 | School website updated.   |
|   | <p>Signpost families without the internet to One Stop Shops and libraries to access information and the local offer.</p>   | Medium                     | <p>Identify families without internet access and provide with laptops where appropriate.</p> <p>Communicate directly with parents to ensure they have the information on how to access resources.</p> | SENDCO / SEND team / HODs       | September 2025 | Curriculum developed to ensure inclusion and engineer success for students with SEND. |

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| The SENDCo uses the local offer to keep up to date with SEND developments and to attend available and relevant training. |  |  |  |  |  |  |
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**Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the governing board and head teacher. It will be approved by the governing board.

**Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Health and safety statement and policy (Trust-wide policy)
- Equality, diversity and inclusion policy
- Special educational needs (SEN) information report
- SEND policy
- Behaviour Policy
- Anti – bullying Policy
- Safeguarding policy
- Medical policy
- Teaching and learning policy
- Curriculum policy
- Educational visits policy