



Royal Wootton Bassett Academy

SEND Accessibility Plan

Written by:	Mrs S McMullin
Date ratified:	April 2023
Next Review Date:	February 2025
Version Number:	2
Reviewed by:	LGB

In accordance with Paragraph 3 of Schedule 10 of the Equality act 2010

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

RWBA aims to treat all its students fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

1. Increasing the extent to which students with SEND can participate in the Academy curriculum

Target	Strategy	Resource	Timeframe	Success Criteria
Monitor and review the agreed policy for identifying, assessing and supporting students with SEND, as set out in the SEND Policy.	Evaluation and review of the SEND policy.	Evaluation and review of SEND policy by Assistant Headteacher/SENCO and the SEND Leads and Co-ordinators. SEND Governor to ratify.	Annually in terms of School Improvement Plan (SIP). SEND Policy reviewed officially as agreed by Governing Body.	SEND Policy last reviewed February 2023 Amended February 2023
Identify students who exhibit characteristics associated with disability or special educational needs	Gather evidence of possible need from previous school. Screening for SEND of students entering the Academy. Further diagnostic testing if required using standardised norm referenced and diagnostic tests. Use of Academy SEND forms to be completed at transition to identify such pupils.	RWBA Admissions Officer & SEND Lead for Cognition & Learning to ensure evidence surrounding child's needs have been gathered. Any missing paperwork evidencing need and /or diagnosis to be chased up. All relevant paperwork is appropriately completed from previous educational establishment. All to be evidenced in SIMS and on student profiles.	Ongoing	Staff confident to help SENCO and Personalised Learning Team to identify those with specific needs. SEND Register regularly updated with student need and suggested strategies to support the need. Assessment reports and advice on individual support from external agencies available to all. Academy staff fully aware and equipped to teach such pupils on entry.
Maintain and encourage links between child, parents, Academy, feeder primary schools and	Communication with parents before and after assessments with regard to results and the support	SENCO and all SEND Leads to co-ordinate.	Ongoing	Informed and consulted parents and students. Parents/Carers/Students

external agencies where appropriate.	required. Annual reviews, My Support Plan Meetings, Parents Evenings and informal discussions to review and evaluate effectiveness of individual support.			sent electronic copy of meeting notes/ information packs to support and complement meetings.
Support for all students with SEND. Differentiated and “quality first teaching” which is supportive of those with SEND.	Develop and increase the implementation of individual and group support. Review and evaluate the effectiveness of individual support at Annual Reviews, My Support Plan meetings and Parents Evenings. Provide appropriate Exam Access Arrangements for internal exams and any preparatory test or assessments creating a history of need and demonstrating the student’s ‘normal way of working.’ Ensure examination boards receive comprehensive	SENCO and SEND Leads to have contact with individual students and groups. Dissemination of information regarding needs of specific students to members of staff. Student information regarding need, support and progress updated in SIMS/ECHO app as well as on Personalised Learning web page. support updated for Excellent liaising with parents and SEND team. Personalised Learning Team liaise very effectively with	All student information plus any useful information regarding any aspect of SEND to be published for staff on the Personalised Learning website on the staff portal. Ongoing This to be updated regularly by the SEND Lead for Cognition & Learning.	Targeted support for pupils with SEN or disability. Students with SEN or disability make progress in line with expectations Involvement of parents in review and evaluation of individual support. Pupils and parents feel informed and supported Pupils able to access all examinations and demonstrate their knowledge and competency. Appropriate progress made by pupils with SEND. Carry out an Academy audit

	<p>information as required, and that students receive their additional time in examinations where appropriate, and/or any other special arrangement as necessary,</p> <p>Relevant and appropriate INSET available for all staff.</p> <p>SEND Register accessible to all.</p> <p>Advice about high incidence SEND need posted on the Personalised Learning website.</p> <p>Climate walks and Lesson Observation notes to include reference to pupils with SEND.</p> <p>Schemes of work to include reference to appropriate schemes of work for the SEND student.</p>	<p>Year teams, subject teachers, Examination Officer, Careers Officer and any external agencies.</p> <p>Appointment of personal carers to support a disabled student throughout the day.</p>		<p>of the wider curriculum e.g. clubs, visits to ensure that all disabled pupils can participate.</p>
<p>Raise staff awareness of disability and Special Educational Needs pupils</p>	<p>Dissemination of information at staff meetings (beginning of each term and each</p>	<p>SEND information available to all staff and continued training on implementation and differentiation</p>	<p>Ongoing</p>	<p>Staff feeling at ease in teaching and understanding the needs of SEND students.</p>

<p>Improve ease of access to information regarding pupils with specific needs, including mental health</p>	<p>Monday morning) as well as specific INSET training targeting specific groups.</p> <p>All SEND information for staff to be put on the Personalised Learning web page.</p>	<p>of curriculum is required. SEND information available to all staff and continued training on implementation and differentiation of curriculum required. Dyslexia friendly information available to all staff and continued implementation of these strategies ongoing through all departments. SEND representatives' meetings arranged during academic year.</p>		<p>Raised awareness of individual student's needs.</p> <p>All teachers have ease of access to information regarding SEND and know who to approach from the SEND Lead staff to support each area of concern.</p>
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2. Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.

Target	Strategy	Resource	Timeframe	Success Criteria
Identify requirements for personal care of disabled students.	Assess needs and determine options.	Personalised Learning Team, Student Managers.	Ongoing	Personal care arrangements for physically disabled pupils to be improved. E.g. the rest area with lie down facilities should not be obstructed with subject department materials.
Curriculum delivery	Classrooms are organised to cater for disabled students or an alternative means of study offered.	Guidance from VI and HI specialists and medical profession in arranging classrooms for maximum benefit to disabled students.	Monitoring to indicate SEND need taken into account in organising the environment for learning from September 2018 onwards.	Disabled students are able to access learning environment effectively.
Curriculum delivery / delivery of materials in other formats	Strategies to support each student as found in SIMS/ ECHO app used by staff. Understanding of additional time requirements understood and planned for. No hearing loops in Assembly Hall or Lecture Theatre. Issues to be addressed for hearing	SEND information available to all staff and continued training on implementation and differentiation of curriculum required. SEND representatives meetings arranged during academic year.	Monitoring through climate walks and lesson observations will indicate differentiation in place and targeted at all students with SEND from September 2018 and evaluated each term.	SEND students able to access curriculum even more effectively.

	impaired students.			
School design good for physically disabled students and provision for vision impaired. More limited for hearing impaired.	All areas accessible to disabled students. The needs for visually impaired students are regularly assessed.	The Academy campus design that incorporates disabled access points and 3 lifts to all floors were an integral part of PFI project.	Ongoing	Disabled students are able to access all areas without difficulty. Building will need to be made fully compliant as soon as possible if there is an admission for a student with significant hearing impairment.
Provide appropriate furniture/equipment where necessary for students with disabilities	Plan for the purchase of furniture/equipment to meet the needs of known students with disabilities based on specialist advice received.	Academy is able to respond swiftly in providing appropriate furniture/equipment.	Ongoing	Subject to need.
Appropriate signage	Signs clear and very understandable for visually impaired. These all in place.	Evaluate positioning of all signs and maintain white strips on each stair tread, white strips around floor to ceiling pillars in key areas of the building.	All signs clear and appropriately placed. White strips on stair treads are kept clean and in repairable order.	Routes across Academy campus clear and understood.
Hearing Impaired Systems	No hearing loops and sound field systems in place. System for Fire Alarm Alert in place.	Guidance from Accessibility Audit by Hearing Impaired Advisory Teacher.	Plans have been drawn up by December 2010 to decide on areas to be addressed	Loops and systems in place
Ensure appropriate evacuation provision for upper floors of Academy	Risk assessment for all students with a physical disability.	Single fire evacuation chair required.	Suitable evacuation procedure and facilities are in place (January 2019)	Clear evacuation procedures for all students with a physical disability

building.	Training of relevant staff to ensure procedures clear and appropriate.			that are tested and satisfactory.
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3. Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Target	Strategy	Resource	Timeframe	Success Criteria
To promote positive attitudes to disability Improve staff knowledge and understanding of pupil disabilities	Review Growth Mindset Values for the Month. Use of appropriate topics in Assembly Programme to widen focus of disability. Involve local disability groups in assemblies and visits to school Regular items for newsletter highlighting achievements of pupils with disabilities. Personalised Learning Team continue to maintain Student Passports and a SEND register, detailing individual needs which are	All teachers and support staff as appropriate and as required.	On-going and as required.	SEND Register and Student Passports regularly updated. Effective strategies to support learning needs are employed. Improved attitudes to disability via Skills for Life days curriculum. Assemblies regularly highlight the achievements of students with SEND.

	updated in SIMS and distributed regularly via the ECHO app.			
Availability of documents in alternative formats.	<p>Large print and audio formats to be made available as required.</p> <p>Monitor uptake of documents in alternative formats.</p> <p>Review accessibility of newsletter and letters for parents.</p> <p>Homework information available as information sheets in alternative formats as appropriate and not just post on 'Satchel One' app.</p>	<p>Admin support.</p> <p>All teachers and TAs.</p>	Ongoing	<p>All information which goes out to parents, carers and students will be available in a range of formats.</p> <p>Improved percentage of engagement with parents of disabled students.</p>

