



Policy Title: Access Plan 2024–2028	Effective Date:	January 2025
LT Member Responsible: DHT responsible for SEND	Review Date:	September 2028
Governors' Committee Responsible: Quality of Education		

## 1. Rationale

- 1.1. Sheldon School is committed to providing equality of access to its site and services. This plan details what the school is doing to ensure people with a disability have equality of access.

## 2. Equality of Access to Buildings and Learning Environment

- 2.1. All building modification & refurbishment projects take access/compliance into account by reference to the Access Audit during the planning stage. This involves investigating the feasibility of installing wheelchair-friendly furniture in practical classrooms.
- 2.2. Access survey undertaken each time a pupil or member of staff with a particular disability is admitted.
- 2.3. Manual handling training for TAs.
- 2.4. Maintenance of the 'Soundfield' system in all teaching spaces with a planned upgrading programme as part of the capital programme.
- 2.5. Selected classrooms acoustically treated to BB93 standard.
- 2.6. Access to evacuation chair enabling pupils and staff dependent on wheelchairs to descend stairs safely in an emergency with selected TAs and other staff trained in their use.
- 2.7. Lift access to upper floors always available including during evening events when these areas are in use.
- 2.8. Parents evening locations set to reduce the distance between venues and minimise the use of stairs.
- 2.9. Supervised movement between lessons for vulnerable disabled pupils.

## 3. Equality of Access to the Curriculum

- 3.1. Ongoing specialist training for teachers on how best to meet the needs of pupils with particular disabilities e.g. hearing impairment, Downs Syndrome, autistic spectrum conditions, visual impairment.
- 3.2. Specialist support for HI pupils from the Teacher of the Deaf (who is also able to advise teaching staff on how to best meet these pupils needs).
- 3.3. Training for teaching staff on SEND and differentiation with full details on the SEND register.
- 3.4. Support from EMTAS across a range of languages and from bilingual TAs to support EAL pupils.
- 3.5. Pupils requiring additional help in public examinations have suitable access arrangements e.g. extra time, readers, transcripts and use of computers.
- 3.6. Alternative curriculum for nominated pupils at KS3/KS4 accessing courses with appropriate providers.
- 3.7. Extended work experience placements for nominated pupils at KS4 supported by the AHT and SENCO.
- 3.8. Intervention programmes at KS3 in English and Maths.
- 3.9. TA support for pupils identified as needing extra help.
- 3.10. Small bank of tablets loaded with specific software to support pupils with reading difficulties.
- 3.11. Ensuring school trips are available to all pupils where ever possible regardless of physical disability or special or medical needs e.g. ensuring wheelchair access is available on coaches, specialist TAs to support allocated trips, medical support co-ordinated by school nurse.

## 4. Equality of Access to Information About the School and its Work

- 4.1. All communications are placed on the school website and available in alternative formats if required.

## **5. Other**

- 5.1. This plan is reviewed regularly by a member of the school's LT and is informed by the views of people with a disability who use the school.

See also: Equalities Policy and Objectives and SEND Policy and Information Report