



Accessibility Plan and Equality Objectives

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Accessibility Plan and Equality Objectives

1 Introduction

The following policy is The Ascent Academies' Trust's response to the requirement for schools to have an **accessibility plan**. This is a statutory requirement (see DfE's guidance on statutory policies for schools) and the Trust is committed to ensuring that the principles and actions contained within the policy are enacted in the best interests of all of our students.

The Equality Act 2010¹ came into force on 1 October 2010 and replaced all existing equality legislation, including the Disability Discrimination Act (DDA). The effect of the law is the same as the previous legislation, in that **“schools cannot unlawfully discriminate against students because of their sex, race, disability, religion or belief and sexual orientation”**.

Advice from the Department for Education (DfE) on the Equality Act 2010 explains that schools/academies must have an accessibility plan to comply with the Act, just as they did under the DDA. Schools must ensure that they are meeting their duties under the Public Sector Equality Duty (PSED), which replaced previous statutory duties for schools on race, gender and disability.

Trustees are aware that our accessibility plan is listed as a statutory document in the DfE's guidance on statutory policies for schools. The guidance also requires that the policy is:

- Reviewed and reported on annually and drawn up/updated every three years
- Approved by the Board of Trustees, who are free to delegate this to a committee of Trustees, an individual Trustee or the Chief Executive. The Trust delegates the approval of this policy to the Chief Executive Officer (CEO) together with approval of the individual academy's plans.

Additionally, where disabled students are placed at a substantial disadvantage, schools must consider whether any reasonable adjustment can be made to overcome that disadvantage. This must be done within a reasonable time and in ways which are determined after taking account of the student's disabilities and any preferences expressed by them or their parents. Liaison with parents/carers and the students themselves is an important part of the Trust's approach.

2 How should an accessibility plan be published?

- The Academy's accessibility plan is a freestanding document.
- It is also available on the Trust's website.

¹ Equality Act 2010

<https://www.gov.uk/guidance/equality-act-2010-guidance>

3 What is included in our accessibility plan?

In addition to the Trust's overarching policy, each of our academies publishes its own accessibility plan. The DfE's statutory advice document² (2014) makes it very clear that **schools continue to have a duty to produce an Access Plan** which must be implemented.

Our Academy plans reflect their intentions in three areas to:

- Increase the extent to which disabled students can participate in the **curriculum**;
- Improve the **physical environment** of schools to enable disabled students to take better advantage of education, benefits, facilities and services provided; and
- Improve the availability of accessible **information** to disabled students.

4 Definition of Special Educational Needs and Disability (SEND)

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years³ (DfE, 2014 updated 2015) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

5 Definition of special educational provision

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to students of the same age.

² <https://www.gov.uk/government/publications/statutory-policies-for-schools>

³ <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25#history>

Within our individual Academy plans:

- For each aspect there are targets and actions
- Success criteria are included
- The timescale for completion is indicated
- Resource implications are costed.
- Systems of evaluation and monitoring are included
- Training needs are identified (related to targets).

Our Academies have produced their accessibility plans in line with the Trust's special educational needs policy with the aim of ensuring that our Academies are socially and academically inclusive, that all students have access to a full curriculum, and that all students are appropriately challenged.

Our **special educational needs policy** outlines the school's provision for supporting students with special educational needs and disabilities (SEND), and the school's **publication of equality information and objectives** explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. These individual accessibility plans provide an outline of how the Academy will manage this part of the SEND provision.

6 Academy Accessibility Plans;

Academy	Page Number	Original Date Approved	Last Review	Next Review
Ash Trees Academy	6-11	July 2021	December 2023	December 2024
Barbara Priestman Academy	12-26	July 2021	December 2023	December 2024
Hope Wood Academy	27-30	July 2021	December 2023	December 2024
Portland Academy	31-38	July 2021	December 2023	December 2024

The Accessibility Plans for each Academy are reviewed annually by their Local Advisory Bodies (LABs) and reported to the Standards Committee (autumn term).



Ash Trees Academy 3-year Accessibility Plan 2024-2027



Aim 1: Increase Access to the Curriculum

Year 1: Improve access to the community and sensory provision.

Year 2: Increase the Breadth of Provision for Pupils within Ash Trees.

Year 3: To enable access to the curriculum in outdoor areas and off site.

Year	Current Good Practice	Action	Success Criteria	Person responsible	Cost	Timescale	Review/Impact
Year 1	Pupils access a range of sensory provision within classroom on both sites and within a sensory room on both sites.	To refit the sensory room on Bowes Road so that it is appropriate to the needs of larger pupils.	New sensory provision on Bowes Road is more appropriately sized for larger pupils.	Trust OT Trust Facilities Manager Head of Academy Site Manager	£10k	Spring Term 24	
	Colleagues are currently trained to drive the school minibus but are unable to drive larger vehicles.	Colleagues to access MIDAS Training to ensure that they can drive larger vehicles.	Greater numbers of pupils can access the curriculum off site and in the community.	Head of Academy Site Manager Assets and Estates Manager	£5k approx.	Summer Term 24	
	An OT assistant is currently in place within the Academy and the majority of pupils have a sensory programme in place. Most staff have an understanding of how to provide a sensory diet to young people.	To improve OT Provision by recruiting a new Occupational Therapist to work alongside existing OT assistant.	A new OT will be appointed trust wide. Training Courses will be provided for OT Assistant to develop skills.	Executive Head for Quality of Education OT Assistant Deputy Head Pastoral	£2k for training and resources £10k approx. for Academy Share of Trust OT	Spring Term 24	

			Resources to be purchased to support implementation of programmes.				
Year 2	Bowes Road site currently has a cookery room, however this is slightly dated and not full supportive of individual pupil needs.	A full refit of Bowes Road cookery room.	Pupils will have access to a cookery room which facilitates greater independence and has appropriate layout and seating for needs.	Head of Academy Site Manager Assets and Estates Manager	£15k	Summer Term 25	
	The academy currently has a provision for the small number of pupils where the change to the school day has affected their ability to drop off/collect pupils as they could previously.	An after-school provision and breakfast club to be created which gives pupils a greater access to extra-curricular activities and support.	Fully cost-effective provision created which supports both parents' flexibility to work, and provides increased access to extra-curricular activities to pupils	Head of Academy Chief Operating Officer	£1k initial resource costs	Spring Term 25	
	The academy currently has a communication lead and several highly experienced colleagues who support communication. The academy liaises effectively with NHS SALT.	The recruitment of a SALT Assistant to support the communication needs of pupils.	Pupils have individual communication needs met within a structure which promotes more efficient liaison between school and NHS colleagues	Head of Academy Deputy Head Pastoral	£25k	Spring Term 25	

Year 3	<p>Forest School is taught on both sites using areas of the school grounds, although these areas aren't bespoke to individual needs and not as wheelchair accessible at present.</p>	<p>To further develop a Forest School area on each academy site</p>	<p>Pupil initiated learning activities will take place outdoors on both sites to support independent and other aspects of personal development.</p>	<p>Forest School Lead Deputy Head Teaching and Learning Pupil Wellbeing Lead Assets and Estates Manager Site Manager</p>	<p>£5k</p>	<p>Autumn Term 25</p>	
	<p>Pupils have recently started to take part in a range of off-site visits since the purchase of a new minibus.</p>	<p>To use the location of the academy to facilitate participation in 'Beach School' learning sessions.</p>	<p>Pupil initiated learning activities will take place outdoors on both sites to support independent and other aspects of personal development.</p>	<p>Forest School Lead Deputy Head Teaching and Learning Pupil Wellbeing Lead Assets and Estates Manager Site Manager</p>	<p>£8k including relevant training</p>	<p>Summer Term 26</p>	
	<p>The academy currently facilitates a range of off-site experiences for children, however at present this is not done overnight or in a residential capacity at present.</p>	<p>Enriched residential experiences appropriate to individual needs.</p>	<p>The academy will offer a series of fully accessible residential for young people of varying need at Y6.</p>	<p>Deputy Head Pastoral Educational Visits Coordinator Assistant Head Head of Academy</p>	<p>£1k approx. with funding options to be explored in line with poverty proofing arrangements</p>	<p>Summer Term 26</p>	

Aim 2: Improve and Maintain Access to the Physical Environment

Year 1: Continuous Improvement of Outdoor Areas

Year 2: Enhance Indoor/Outdoor Spaces

Year 3: Refresh and Improve Existing Outdoor/Specialist Spaces

Year	Current Good Practice	Action	Success Criteria	Person responsible	Cost	Timescale	Review/Impact
Year 1	The Academy currently tries to meet the needs of all pupils with a wide range of requirements in appropriately sized groups.	Creation of new classroom places on Rievaulx site to create between 4-6 places.	Academy will increase to around 175 pupils in a safe and controlled manner. Pupils will still have access to specialist areas such as a library.	Head of Academy Chief Operating Officer	£132k approx. cost of modifications to building plus teacher and 2 teaching assistants	Spring Term 24	
	Large numbers of surfaces have been upgraded so that they are accessible outdoors during winter months when it is potentially more slippery.	Upgrade all outdoor areas so that they are accessible all year round.	All Bowes Road classrooms will have an outdoor area that can be used all year round.	Head of Academy Assets and Estates Manager Site Manager Assistant Head	£10k	Spring Term 24	
	The Academy has secure high level fencing, appropriate to the needs of learners in nearly all spaces. There are some areas where fencing, whilst safe, will need to be adapted to meet the changing needs of the cohort of pupils who climb well.	Ensure that all fencing is appropriate for the needs of individual cohorts.	All outdoor areas on both sites to have appropriate high-level fencing to support the needs of pupils who may potentially climb.	Head of Academy Assets and Estates Manager Site Manager	£2k	Spring Term 24	
Year 2	Physical Equipment is currently stored safely in an existing room within Bowes	Create a bespoke storage area on Bowes Road using KS2 yard decking area for	Space repurposed for easy access. Additional spaces	Head of Academy	£15k approx.	Summer Term 25	

	and in a purpose-built storage area of Rievaulx.	physical equipment which is closer to pupils for easy access.	are freed up for more specific pupil use.	Assets and Estates Manager Site Manager			
	The Academy has a wide range of resources and expertise to support young people with a visual impairment.	Visually Impaired environment.	Pupils can access consistent braille and familiar signage. The environment is supportive for independent movement around the academy for pupils with visual impairments.	Deputy Head Teaching and Learning Site Manager	£3k	Spring Term 25	
	The Academy has 2 small multi-sensory rooms on Bowes and 1 on Rievaulx which will make way for a classroom.	Multi-sensory environments on both sites to be upgraded to meet current needs of cohort.	Robust and sustainable multi-sensory equipment is sourced to allow pupils with multi-sensory impairments to access specialist spaces.	Deputy Head Teaching and Learning Head of Academy Pathway 1/Lead for PMLD	£10k	Summer Term 25	
Year 3	Currently both sites have play equipment which will have been in place for several years.	Upgrade play equipment (exciting – large scale/both sites).	Replacement and upgraded play equipment in place to meet needs of current and projected cohort.	Head of Academy Assets and Estates Manager Site Manager	£20k	Spring Term 26	
	The academy currently has a swing frame for wheelchair users on Bowes Road.	Wheelchair compatible equipment for playground.	Both sites have wheelchair compatible play equipment in outdoor spaces.	Head of Academy Assets and Estates Manager Site Manager	£20k	Summer Term 26	
	There are currently designated pupil disabled toilets on Bowes Road.	Create new disabled staff toilet on Bowes Road.	There is a designated disabled access toilet on Bowes Road.	Head of Academy Assets and Estates Manager Site Manager	£20k	Summer 26	

Aim 3: Support the Physical Needs of Pupils

Year 1: Increase Opportunities for Pupils with Physical Disabilities

Year 2: Greater Access to Specialist Health Provision for Pupils with Complex Medical Needs

Year 3: Develop Outdoor Spaces for Pupils with Physical Disabilities

Year	Current Good Practice	Action	Success Criteria	Person responsible	Cost	Timescale	Review/Impact
Year 1	Pupils have an excellent curriculum and access to specialist teaching within class and from visiting professionals.	Provide Increased Access to Activities for Young People with Physical Disabilities.	Access to further offsite opportunities for pupils who are wheelchair users.	Deputy Head Teaching and Learning Physical Development Lead Pathway 1 Lead/Lead for PMLD	£3k transport and booking costs	Spring Term 24	
	Pupils have access to Billingham Forum within y6 for National Curriculum Access.	Opportunities for Hydrotherapy to Support Physio.	Pupils can access other academies for more regular hydrotherapy sessions.	Deputy Head Teaching and Learning Physical Development Lead Pathway 1 Lead/Lead for PMLD	£1k associated transport and training costs	Summer Term 24	
	Pupils have access to Rebound on Bowes Road in Soft play.	Rebound – training/support/resources	Pupils will have access to Rebound to support regulation, physio and physical development on a regular basis across both sites.	Deputy Head Teaching and Learning Physical Development Lead	£3k for training and equipment	Spring Term 25	

				Pathway 1 Lead/Lead for PMLD			
Year 2	Colleagues are appropriately trained for the medical needs of pupils.	Joint Commissioning with the NHS for Health Provision.	Support provided by health colleagues for medication and more complex health needs. Health needs fully funded by high needs top ups.	Head of Academy Deputy Head Pastoral	TBC by Local Authority	Spring Term 25	
	Pupils have access to a nature garden on Bowes Road.	To create a sensory walkway on both sites to support pupils with physical development and sensory needs.	Pupils will be able to experience a 'sensory walkway' on both sites to experience nature and develop independence during outdoor learning.	Deputy Head Teaching and Learning Site Manager Head of Academy Assets and Estates Manager	£3k	Summer Term 25	
	Pupils currently have an appropriate number of hoists within class to meet their physical needs.	Increase number of hoists within the academy to cater for the increasing number of pupils with physical disabilities.	Number of hoists (both permanent and mobile) will enable all positioning needs to be met efficiently.	Manual Handling Leads Site Manager Deputy Head Pastoral Assets and Estates Manager	£5k	Spring Term 25	

Year 3	Pupils currently have access to yards/outdoor spaces on both sites	Create a wheelchair track with multi-sensory experiences for wheelchair users	Pupils who are wheelchair users will have a full outdoor experience which promotes their independence and freedom	Deputy Head Teaching and Learning Site Manager Head of Academy Trust Facilities Manager	£10k	Summer 26	
	Pupils have access to a variety of bicycles in the main body of the outdoor areas on both sites	To create a cycling track on Rievaulx field for bikes (adapted or otherwise) to access on both sites.	Pupils from both sites will have regular safe access to cycling as part of their physical development	Deputy Head Teaching and Learning Site Manager Head of Academy Trust Facilities Manager	£10k	Summer 26	
	Floor is currently fit for purpose as is the area	Ensure that MUGA on Bowes Road is resurfaced and redeveloped to support physical development	The MUGA will be improved to facilitate greater access for wheelchair users and those with mobility issues. It will be expanded to provide greater opportunity for physical development sessions outdoors where hall space is limited.	Head of Academy Trust Wide Facilities Lead Site Manager	£20k	Summer Term 26	

Barbara Priestman Academy 3-year Accessibility Plan 2024-2027

Aim 1: Review and address capacity issues across both sites.

Year 1: To work with LA to identify and secure longer term plan for accommodation.

Year 2: To ensure new site replicates and builds on specialist facilities available.

Year 3: To complete transition to planned new site.

Year	Current Good Practice	Action	Success Criteria	Person responsible	Cost	Timescale	Review/Impact
Year 1	There is a second site which houses Sixth Form provision	Longer term this site will not be available for lease therefore discussions need to take place with LA around a longer-term sustainable accommodation plan in order to house all pupils taking into consideration increase in pupil numbers.	To have developed a 3-year plan with LA to secure additional/alternative accommodation to ensure sustainable growth for the academy.	EHT/COO	£3k scoping work	End of July 24	
Year 2	Specialist block on main site houses a number of specialist teaching facilities	To ensure plan developed with LA includes access to specialist facilities to replicate current facilities.	To ensure there is a clear plan in place for additional accommodation/new site which replicates and builds on specialist teaching resources to aid access to the curriculum.	EHT	£20k investment in new site	End of July 25	

Year 3	LA commitment to capital investment in long term for BPA	To work with LA to agree final specification for identified site refurbishment and begin the process of transition to a new site by Sept 26.	All pupils are transitioned to new site by Sept 26, new site is fit for purpose, allows for growth and has access to specialist teaching resources to support the curriculum.	EHT/COO	£8m capital investment	By Sept 26	
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Aim 2: Maintain and improve access to the Physical Environment

Year 1: Review existing use of Forest School site.

Year 2: To build on access to indoor and outdoor facilities that promote physical.

Year 3: To ensure new site can replicate as much as possible of specialist resources to support physical development.

Year	Current Good Practice	Action	Success Criteria	Person responsible	Cost	Timescale	Review/Impact
Year 1	Existing Forest School site is well used	To develop a plan to further increase use and accessibility of Forest School site.	The Forest School site is further used throughout the week to promote physical development of all pupils.	EHT/PE & Outdoor lead	£5k	July 24	
Year 2	Internal gym, sports hall and multi-coordination room is provided for support physical development	To complete review and refurbishment of existing equipment in gym and add further equipment to sports hall.	Increased access to resources that support physical development.	EHT/PE & Outdoor lead	£3k	July 25	
Year 3	Range of facilities available to support physical development on existing site	To ensure plan for new site incorporates and replicates existing site facilities and builds on them, using all available land on new site.	Increased access to resources that support physical development.	EHT/PE & Outdoor lead	£8m as part of capital investment	Sept 26	

Aim 3: To ensure all strategies are in place to support those pupils who struggle to attend school.

Year 1: To ensure there are individualised plans in place for all young people where attendance is under 90%.

Year 2: To work with LA to develop a mobile education service for anxious school refusers.

Year 3: To ensure new site developments taken into account facilities for young people who are increasingly anxious about school.

Year	Current Good Practice	Action	Success Criteria	Person responsible	Cost	Timescale	Review/Impact
Year 1	AHT and safeguarding lead closely track attendance patterns on a daily, weekly, and half termly basis	To ensure there is a more individualised and timely approach in place to support reduction of persistent absenteeism.	Persistent absenteeism is reduced.	DHT & AHT Pastoral	£1k	July 24	
Year 2	AHT and safeguarding lead closely track attendance patterns on a daily, weekly, and half termly basis	To work with LA to develop mobile education service out of existing space in therapeutic suite in school.	Persistent absenteeism is reduced.	DHT & AHT Pastoral	Funding for teacher and TA from LA	July 25	
Year 3	Current site has some areas for breakout and intervention support	To ensure plan for new site incorporates and replicates existing site facilities and builds on them, particularly for group of school refusers.	Increased access to resources that support reduction in anxieties.	DHT & AHT Pastoral	£8m as part of capital investment	Sept 26	

Hope Wood Academy 3-year Accessibility Plan 2024-2027

Aim 1: Review and address capacity issues across both sites.

Year 1: To work with LA to identify and secure longer term plan for accommodation.

Year 2: To ensure new site replicates and builds on specialist facilities available.

Year 3: To complete transition to planned new site.

Year	Current Good Practice	Action	Success Criteria	Person responsible	Cost	Timescale	Review/Impact
Year 1	There is a second site which houses Sixth Form provision	Longer term this site is not suitable given the growing numbers of pupils requiring access to Sixth Form provision and the complex nature of pupils.	To have developed a 3-year plan with LA to secure additional/alternative accommodation to ensure sustainable growth for the academy.	EHT/COO	£3k scoping work	End of July 24	
Year 2	All available space utilised on existing sites	To ensure plan developed with LA considers specialist facilities needed for all pupil groups across the academy in order to meet need.	To ensure there is a clear plan in place for additional accommodation/new site which provides specialist facilities and resources to aid access to the curriculum.	EHT	£20k investment in new site	End of July 25	
Year 3	LA commitment to capital investment in long term for HWA	To work with LA to agree final specification for identified site refurbishment and begin the process of transition to a new site by Sept 26.	New site by Sept 26, new site is fit for purpose, allows for growth, and has access to specialist teaching resources in order to support the curriculum.	EHT/COO	capital investment from LA	By Sept 26	

Aim 2: To ensure all stakeholders are engaged in academy life through effective communication strategies.

Year 1: Review of ways of communicating with parents and other stakeholders.

Year 2: Family communication strategy developed and engagement levels tracked.

Year 3: Supporting other schools within our trust in sharing best practice around parental engagement and communication.

Year	Current Good Practice	Action	Success Criteria	Person responsible	Cost	Timescale	Review/Impact
Year 1	Parental engagement in the academy has increased overtime as a result of focused work around FFQA	Establish parent communication focus group to consider ways of communicating with families.	Feedback is gained from parents on the way in which school engages with families and chosen strategies for trial are identified.	DHT Pastoral	£1k	July 24	
Year 2	Family communication strategy has been developed and rolled out across the Academy.	DHT Pastoral to work with families, office lead and IT lead to develop communication strategy for families, colleague training to take place around strategies for communicating with families.	Families engage with the academy increases and families report more confidence and satisfaction with academy communication.	DHT Pastoral Office lead IT Lead	£3k	July 25	
Year 3	Increase in parental engagement by using different medias identified through family communication strategy.	Review and evaluate parental engagement year on year, gaining further feedback through communication focus group, refine offer in response to feedback.	% of parents engaged with school increases further.	DHT Pastoral Pastoral team	£2k	July 26	

Aim 3: To ensure all young people have accessible space for toileting and personal care needs.

Year 1: Complete review of existing facilities, scope and plan priority order of refurbishments taking into account current pupil profile within school.

Year 2: Begin refurbishment works based on priority order.

Year 3: Complete refurbishments based on priority order.

Year	Current Good Practice	Action	Success Criteria	Person responsible	Cost	Timescale	Review/Impact
Year 1	There are a number of bathroom spaces throughout the academy, some of which have been recently refurbished.	Complete review of existing facilities, scope and plan priority order of refurbishments taking into account current pupil profile within school.	Plan of works developed based on priorities.	EHT Site team	£1k	July 24	
Year 2	There are a number of bathroom spaces throughout the academy, some of which have been recently refurbished.	Works completed based on priority order.	All bathroom spaces are of high quality and accessible.	EHT Site team	£15k	July 25	
Year 3	There are a number of bathroom spaces throughout the academy, some of which have been recently refurbished.	Works completed based on priority order.	All bathroom spaces are of high quality and accessible.	EHT Site team	£15k	July 26	

Aim 1: Increase the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.

Year 1: Increase access to the curriculum in outdoor spaces within the academy grounds.

Year 2: Increase access to opportunities for learning off site in the local community, on residential experiences and in ASC's.

Year 3: Increase the breadth of the curriculum and resources available within school to effectively engage and teach curriculum to all.

Year	Current Good Practice	Action	Success Criteria	Person responsible	Cost	Timescale	Review/Impact
Year 1	Curriculum review, research and QA has resulted in a focus on 4 core areas of curriculum. Growing great people strategy promotes reflective practice and engagement in well thought out developments to learning environments. Outdoor classroom and forest school area on site as well as quads, yard, field, allotment and MUGA areas facilitate outdoor learning on site.	<p>To further develop outdoor spaces: quad areas, outdoor learning huts, sensory trail for wheelchair users to ensure all young people have access to appropriate learning outside of the classroom all year round.</p> <p>Setting up zones of play and regulation which are equipped with resources and provide safe, accessible play and interaction opportunities.</p>	<p>Curriculum offers rich and personalised content which prepares all young people for their adult lives. Young people initiate learning activities outside the classroom to support independence, integration and personal development. Students' wellbeing and regulation are better supported in all areas of the site.</p>	Pastoral Team / PD lead/ Site Team	£10,000	Summer Term 2024	
Year 2	Established SMSC calendar, visits and visitors including after school clubs and residential opportunities are provided throughout the year.	To further promote learning opportunities within cultural capital to raise awareness of difference and diversity. Establish annual fully accessible adventurous activities	All students have the opportunity to attend an accessible adventurous activity residential within their time at school.	H.O.A/ EVC/ DHT Pastoral/ PSHE lead	£3,000	Summer 2025	

	Fleet of transport available to support access into the community.	residential for students with physical disabilities. Build a directory of external providers from varied backgrounds to deliver clubs.	Attendance action plans show improvement through increased engagement in activities.				
		MIDAS driver training provided to colleagues to increase the potential for access into the community.	Larger numbers of pupils can access the curriculum off site and in the community.	HOA Assets and Estates manager	£5000		
Year 3	Newly established curriculum is appropriately resourced to support meaningful and purposeful activities indoors, Engagement in learning throughout the school is good. Outdoor learning opportunities are timetabled for all pathways and groups of young people. Therapeutic interventions support individual needs of our young people.	Provide canopy cover of quad areas	Key outdoor spaces can be used by all students all year round and, in all weathers.	Site team Pastoral team PD lead	£15,000	Summer 2026	
		Therapeutic needs are met through the training and support of teaching colleagues. TA and teacher training continues to build expertise in OT, SaLT, Hydrotherapy, rebound therapy and PT and as well as researching and keeping updated in understanding and knowledge of other therapeutic interventions.	Induction package in place – including therapeutic input. Behaviour data shows reduction in challenging behaviour and increased engagement in curriculum.	DHT' pastoral/ MDT team.	£5,000	Autumn 2026	

Aim 2: Increase the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.

Year 1: Maintain access to the physical environment of the academy adding facilities/ physical aids as necessary- OT.

Year 2: Increase capacity for break out areas and areas to work outside the classroom.

Year 3: Training and implementation of MOVE programme across the academy.

Year	Current Good Practice	Action	Success Criteria	Person responsible	Cost	Timescale	Review/Impact
Year 1	<p>Induction programme and training calendar sets out the CPD offer for all colleagues. Introduction of growing great people strategy ensures research and reflective practice in meeting the needs of all young people. Staff trained at a level that they can train other colleagues in moving and assisting. OT assistant in post to support access to education. Pastoral plans in place to identify how individual students need to be supported.</p>	<p>Pastoral team - Increase the awareness of staff of individual needs and different types of SEN/ disabilities and the best way to support children with these needs.</p>	<p>Staff trained / confident and competent when supporting all young people's individual needs.</p>	<p>HOA DHT's academic and Pastoral</p>	<p>£2000</p>	<p>Summer 2024</p>	
		<p>To focus on the school site and upgrading schedule to ensure it is accessible to all young people and colleagues. Make adaptations and upgrades to Hoist system. Purchase of hydrotherapy slings to support access to the pool. Resource the hydro pool area with sound. Light and vision equipment to enhance the learning and sensory experience.</p>	<p>Identify and prioritise upgrading to premises using asset management plan. Identify timescales and actions. Source relevant contractors.</p>	<p>HOA Assets and Estates manager Site team Teaching colleagues to identify resources.</p>	<p>£5000</p>	<p>Spring 2024</p>	
		<p>Provide online resources to aid parent/ carer understanding of their</p>	<p>Website clearly shows curriculum offer. Parents speak confidently about what</p>	<p>DHT's and AH's Pastoral team</p>	<p>£1000</p>	<p>Spring 2024</p>	

		child's learning and development.	their child's learning needs are and how they are being addressed.				
Year 2	Outdoor spaces can be accessed by students with physical disabilities however the time some students can spend outside in extremes of temp/ inclement weather can limit opportunities.	To further develop outdoor space to include erection of a fully accessible Yurt.	Key outdoor spaces can be used effectively by all students all year round and, in all weathers ensuring that all students can benefit from the unique opportunities that being outdoors can provide.	HT Pastoral/ SEN team Site team PD lead PSHE lead	£15,000	Summer 25	
	Some students require access to outdoors for their own regulation- inclement weather can limit opportunities for the effective use of movement breaks and outdoor regulation activities.	Develop outdoor areas to include planned sensory and emotional regulation areas in sheltered areas- Provide covered areas in key areas around the site.	Pastoral plans show an extensive, effective range of regulation strategies utilising an outdoor provision.	DHT Pastoral/ SEN team Site team PD lead PSHE lead	£5,000	Summer 25	

<p style="text-align: center;">Year 3</p>	<p>All student's independence is promoted throughout the curriculum. Students' physical development is a key area of the curriculum, and all students have targets associated with this area that are closely tracked and monitored. Some members of staff have had training in the MOVE programme although this is not consistently applied throughout the academy for all those students who could potentially benefit from this approach</p>	<p>Provide training to all relevant colleagues delivered through trust trained colleagues. Implement the MOVE programme for all students identified across the academy.</p>	<p>Young people across the academy are encouraged to be as independent as they can be and develop their movement, strength and co-ordination- staff are confident and competent in delivering support to achieve these goals.</p>	<p>PD lead Trained Move practitioners within the Trust. OT assistant</p>	<p>£5000</p>	<p>Summer 26</p>	
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Aim 3: Increase the extent to which pupils with disabilities can access information on an equal basis with their peers.

Year 1: Engagement of a communication assistant to improve the delivery of information to pupils with a disability.

Year 2: Provide Communication Training to all staff.

Year 3: To develop the use of technology and the use of IT/ AAC to support communication.

Year	Current Good Practice	Action	Success Criteria	Person responsible	Cost	Timescale	Review/Impact
Year 1	Parent feedback is positive. Parent engagement in EHCPs and representatives at LABs is improving. Parental engagement at parent evenings and events through the year is also improving. Communication approaches are varied and bespoke.	Implement identified and targeted areas within the academy's communication provision and practice.	Any gaps in provision for individuals or groups of young people are identified. Interventions are clearly planned to address needs through SEND team meetings and on provision map.	Pastoral team, SENCo	£2000	Summer 24	
		To ensure home/ school communication is efficient and effective through the use of electronic tools to support existing methods. Develop functionality of Arbor and Evidence for learning to include home school communication.	Parents report positively on the effectiveness of communication with the academy – class teams and wider parties.	DHT pastoral IT team Teachers	£1,000	Summer 24	
		Embed methods of engaging young people and Stakeholders in life and work of the academy through the use of "mind of my own" software.	Students access annual EHCP meetings. Use of social media for reciprocal communication. Newsletters. Promote website engagement. Embed work on parent engagement.	PSHE and CEAIG lead	£4000	Summer 24	

		<p>Introduce termly open evenings for parents, carers and relevant professionals, informing of induction offer.</p> <p>Increased visits to feeder schools in summer term to ensure information is collected in readiness for a smooth start to the new academic year: communication assistant, behaviour lead, OT assistant, moving and assisting trainer alongside T & L colleagues.</p>	<p>There is greater clarity around what can be expected following a child being offered a place at Portland.</p> <p>Pastoral plans and risk assessments are in draft form by the start of the academic year, easing teacher workload.</p>	<p>SENCo</p> <p>SENCo, pastoral team members</p>			
Year 2		Pastoral team to focus on further development of parent/ carer partnership with a focus on increasing the level of engagement	Increased opportunities for parents and carers to visit school.	DHT Pastoral/ SEN team		Summer 25	
Year 3		Behaviour Lead and Deputy SENCO- Improve parent engagement and identification of effective early help- signposting and providing individual strategies and support.	<p>Decrease in families moving to CIN/ CP.</p> <p>Increase in effective early intervention strategies</p> <p>Increase skills base and awareness of families.</p>	DHT Pastoral/ SEN team	£1,000	Summer 26	