



Treverbyn Academy – Accessibility Plan

A Member of the Aspire Multi Academy Trust



SEND Accessibility Plan September 2026 – September 2028

Updated September 2026

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase and maintain accessibility to the physical environment, the curriculum and written information so that all pupils with a disability can take full advantage of their education and associated opportunities.

Definition of disability

A person has a disability 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.

Key aims:

To ensure pupils with a disability have total access to our setting's environment, curriculum and information and full participation in the school community.

Principles

- Compliance with the Equality Act is consistent with our setting's Equal Opportunities Policy and SEN Information Report
- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision or education and associated services
 - Not to treat disabled pupils less favourably
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - To publish an accessibility plan
- In performing their duties, Hub Councillors have regard to the Equality Act 2010

Our setting:

- Recognises and values the young person's knowledge / parents' knowledge of their child's disability
- Recognises the effect their disability has on his/her ability to carry out activities
- Respects the parent's and child's right to confidentiality
- Our setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate



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Increasing access for disabled pupils to the school curriculum

- Our school curriculum is designed in an inclusive manner whereby all pupils can access the learning at their own level
- All school visits are planned with individual needs in mind and support is put in place to ensure all pupils can access
- Where challenges are identified, support from relevant agencies are sought to adapt the curriculum or premises as required

Improving access to the physical environment of the school

- Involvement from external agencies and the Aspire premises team support to ensure the physical environment matches the needs of the pupils where possible.

Improving the delivery of written information to disabled pupils

- Support from relevant agencies will advise as to the most appropriate methods to support our pupils, on a case-by-case basis.
- Letters for parents are available online and also emailed out to them directly. Paper copies are available on request. Social media is used to communicate key information also. If we became aware that parents may not be accessing information readily, verbal communication is used effectively.

Financial Planning and control

The Head of School and SLT review the financial implications of the accessibility plan as part of the normal budget review process



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Accessibility Action Plan:

Compliance with The Equality Act (2010) – Statutory

Accessibility outcome	Action to ensure outcome	Who is responsible?	Long term, medium or short term?	Time frame	Outcome / Notes
Section 1.3 Is everyone in your setting aware of the Equality Act 2010?	Refresh staff awareness of the Equality Act 2010.	Head of school SENDCo	Long term	Autumn Term	Education guidance around Equality Act shared with staff in September 2026 and displayed in staffroom.

Access to the Physical Environment – Statutory

Accessibility outcome	Action to ensure outcome	Who is responsible?	Long term, medium or short term?	Time frame	Outcome / Notes
Section 2.8 Are all classrooms adapted to ensure access for all areas?	Ensure all classrooms, corridors and school hall are kept clutter free and regular clearances happen to reduce items collected over the term.	All staff members	Long term	Ongoing	Classrooms and corridor space have had lots of work over Summer 2026, corridor is a more purposeful space (library wall) and all work spaces are inside classrooms.
Section 2.6 Are calm low sensory areas available in the setting?	Ensure the Bay (large sensory room) and the additional sensory room is accessible for children in time of low sensory needs.	All staff members SENDCo	Long term	Ongoing	The Bay has been adapted (Summer 2026) to support the needs of children in school. Second sensory room additionally available.



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Ensuring inclusion in the school community – Statutory

Accessibility outcome	Action to ensure outcome	Who is responsible?	Long term, medium or short term?	Time frame	Outcome / Notes
Section 3.3 Is there personalised and creative support arranged so that pupils can access all activities including trips, visits and afterschool and breaktime activities?	Ensure that all children have accessibility to trips, breaktime and afterschool activities. Planning of trips and visits considers pupils with SEND. Individual risk assessments and support plans in place where appropriate.	All staff members	Long term	Ongoing	Every trip, visit or activity is adapted and planned by design to be inclusive with SEND pupils at the forefront. For example, adapted vehicles have been used to allow pupils with wheelchairs to access trips and visits alongside peers.
Ensure parents are able to access teachers and other staff members when they need to speak to someone.	Ensure parents and staff are clear on systems; parents phone/email the school office to arrange an appropriate time for a staff member to contact them or arrange a meeting. Half termly school newsletters with contact details. Who's who / staff members listed clearly on the school website Emails between staff and home are sent through Arbor. School office share emails between home and staff when needed.	All staff members	Medium term	Ongoing	Website has been updated (September 2026– contact details are clearly listed Half-termly school newsletter – sent half termly with key contacts and details Tapestry has been set up and embedded for good home-school communication (Years R-Year 2 and EHCP children).



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Access to the curriculum – Statutory

Accessibility outcome	Action to ensure outcome	Who is responsible?	Long term, medium or short term?	Time frame	Outcome / Notes
Section 4.13 Do pupils/students with SEND have access to appropriate information technology?	Provide tablets, chrome books and other appropriate adjustments for pupils with SEND.	All staff members	Long term	Ongoing	Pupils with SEND have equal access to information technology. IT is used appropriately to enhance and scaffold learning for pupils with SEND.
Regular and updated staff training.	Continue to arrange training courses and INSET CPD based on identified training needs..	Head of School SLT Curriculum Leaders	Long term	Ongoing	Curriculum Monitoring agenda/timetable created for the Academic Year–shared with staff. This details time-frames for subject specific focused CPD and training. 3x Autism in schools team staff CPD training booked for the year. October 2025 PRICE training completed all staff.
All children able to access learning materials.	CPD around appropriate scaffolding tools / strategies. CPD around appropriate communication strategies (e.g. visuals). Strategic deployment of staff.	SENDCo SLT Curriculum Leaders	Long term	Ongoing	Monitored and reviewed through IPM reviews / pupil progress review meeting and through learning walks with SENDCo and Curriculum Leaders.



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Out of school activities/after school clubs are planned to ensure reasonable adjustments are made to enable participation	Risk assessments undertaken where appropriate. Forward planning and liaison with pupils/parents e.g. Residential. Providers comply with legal requirements.	SENDCo SLT Class teachers	Long term	Ongoing	Any and all clubs are planned with inclusive approaches. Pupils with SEND access clubs and have equal opportunities to access outside activities including choir visits and trips.
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Access to information and guidance – Statutory

Accessibility outcome	Action to ensure outcome	Who is responsible?	Long term, medium or short term?	Time frame	Outcome / Notes
Ensure all reports from external agencies are shared with relevant staff and families.	Aspire leads, Heads of School and SENDCo to ensure reports are disseminated appropriately. Actions taken in light of advice from professionals.	Aspire leads, Head of School and SENDCo	Long term	Ongoing	All reports are saved to child's SEND folder and shared to classroom staff. Where appropriate, reports are shared by SENDCo to parents and carers either electronically or via a paper copy.