

SEND ACCESSIBILITY PLAN

Introduction

This Plan sets out the proposals of Pollyteach to increase access to education for children with SEND in the three areas required by Schedule 10 of the Equality Act 2010:

Increasing the extent to which pupils with disabilities (including those with special educational needs) can participate in the Provision's curriculum

- A.** Improving the provision to pupils with a disability of information which is already in writing for pupils who are not disabled.
- B.** Improving the physical environment of the Provision to increase the extent to which children with SEND can take advantage of education and associated services offered by the Provision.

Attached is a set of action plans showing how Pollyteach will address the priorities identified in the Plan.

The Purpose and Direction of the Provision's Plan: Engaged in Learning

Pollyteach has a practical number of facilities for the disabled but will do all that is reasonable to comply with its legal and moral responsibilities to accommodate the needs of pupils, staff and applicants who have disabilities for which, with reasonable adjustments, the Provision can cater adequately.

Pollyteach complies with its statutory duty under the National Curriculum Inclusion Statement to follow the 3 principles essential to developing a more inclusive curriculum:

- set suitable learning challenges
- respond to pupils' diverse learning needs
- overcome potential barriers to learning and assessment for individuals and groups of pupils

Having identified any such barriers Pollyteach, through this Accessibility Plan, aims to remove these barriers to increase and improve access to every area of life of the Provision for all pupils.

In fulfilling its obligations and responsibilities Aims of the Provision, Pollyteach values with great importance its duty to promote positive attitudes towards disabled people and to promote the equality of opportunity between disabled people and other people, as set out in the Equality Act 2010, which supersedes the Disability Discrimination Acts 1995 and 2005.

Reasonable Adjustments

Pollyteach understands that it has a duty under the Equality Act 2010 to make reasonable adjustments so that individuals are not placed at a substantial disadvantage to their peers because of their disability or special educational need. This may include making changes to the provision's physical features and the provision of auxiliary aids and/or services. The appropriate staff will decide to make any such reasonable adjustments after examining all options and information available.

Information from pupil data and provision audit

In preparing this Accessibility Plan, Pollyteach has resourced and reviewed the following:

- The Provision's implementation and procedures as set out in the Provision's *SEND Policy*
- The future intake of pupils, obtaining information about any known disabilities.
- The physical environment of the Provision, including consideration of the impact of the Provision's previous plans and priorities.
- The level of staff awareness of what the law requires of them.

The provision will recognise and be responsive to the needs of individual pupils and/or situations as they arise.

Implementation and Review

It is a requirement that the Provision's Accessibility Plan is resourced, implemented, reviewed, and revised as necessary.

The Accessibility Plan is reviewed during the Summer Term to assess whether the Provision addresses the needs of any new pupils with disabilities. In addition, *ad hoc* meetings are held when there is a change in the needs of a current pupil or on the intake of a new pupil with a disability.

This Plan is available on the staff area of the Provision's intranet site.

Other Policies

This Accessibility Plan should be read in conjunction with the following other Provision Policies:

- Admissions
- Anti-Bullying
- Behaviour & Disciplinary Procedures
- Curriculum
- Equal Opportunities and Diversity
- Health & Safety (including off-site safety)
- SEND Policy
- Safeguarding & Child Protection Policy
- Teaching and learning

Pollyteach Provision Accessibility Plan 2022-2027

A. To increase accessibility to the physical environment

	Targets	Strategies (Actions)	Outcome	Timeframe	2022-2023 Update	2023-2024 Update	2024-2025 Update	2025-2026 Update	2026-2027 Update
Short Term	To increase the options of trips and rewards for students with physical conditions.	Analyse cohort areas of need to provide choices in rewards opportunities. Consult student voice for rewards and trips.	To ensure that all school trips are accessible in terms of transport. To have several rewards/trips options for those less-physically able in order to offer choice.	June 2023	Trips venues continue to be access friendly; something that we need to consider for next year is Forest Schools and DOE. Trips continue to be free due to the recognition of all family backgrounds.	Trip venues still continue to be access friendly. Forest school area is currently under development and has access both via steps and ramp. Accessibility for wheelchair users and a swing seat will also be available. Outdoor activities leader qualified to complete this. DoFE also caters for all and bespoke expeditions are available	Trip venues are still access friendly, Risk assessments are created by Pollyteach/ and or provided via the venue. Forest School area is in use and has accessible entrance. . . Development of outside classroom is underway and plans to be in use Autumn term 2025. Ramps will be utilised for wheelchair uses. Accessibility for wheelchair users and a swing seat will also be available. Outdoor activities leader qualified to complete this. DoFE also caters for all and bespoke expeditions are available		
Short Term	The school is aware of the access needs of children with SEND, staff, governors, parents/carers and visitors.	Create individual access plans for children with SEND as part of the information page process when required. Be aware of staff, governors, parents and	To have information pages in place for children with SEND and staff aware of children's needs.	June 2023 and on-going if required.	All students have information pages which identify individual needs including accessibility plans.	Newly appointed SEND Governor is in place. Increased 'student voice' via new	Loft site is now closed (as of July 2025). Fully accessible KS4 corridor being created at Elms site and is due		

		visitors needs and meet as appropriate. Consider access needs during recruitment process.	To allow people feel confident that their needs are met. To make sure parents and visitors have full access to all school activities apart from Loft centre. To make sure access issues do not influence recruitment and retention issues.		Governance and staff have had training to develop their understanding and skills.	student profile, outlining needs. Consider separate medical profiles for 2025 to outline specific medical needs, continue staff and governance training. The Loft is currently inaccessible for many people with physical disabilities and plans for a new ks4 site which is fully accessible for all are being considered. Sept 2025	for completion in August 2025. Development of medical profiles is still underway. Student voice is being utilised in Pupil profiles. Parents evenings and meetings for parents/ external professionals and governors cater for accessibility and are held in ground floor rooms and are accessible via the lift at Forest Road site AP (Update July 2025- Forest road site closed)		
Short Term	To ensure all children with SEND can be safely evacuated.	Put in place a Personal Evacuation Plan for children with SEND in the information pages. All staff are aware of their responsibilities.	To make sure all staff and children are safe in event of an emergency.	June 2023 ongoing	All students have information pages which identify individual needs including accessibility plans.	All students have information pages which identify individual needs including accessibility plans. Need to consider that children are able to follow signage/ are signs accessible for all? Are all children informed of evacuation procedures? Consider this	Signage in place. Regular fire safety training for staff. Fire marshall training up to date. Portland college H&S team also conduct regular checks for fire and health & safety. Starter checklists ensure that staff inform all new starters of the evacuation and fire safety procedures when they begin their		

						as part of their induction programme	journey with Pollyteach, termly drills are scheduled. Elms and Meadows site are single storey. Forest HoC has had 'Evac Chair training' in spring 2025. (July 2025, Forest road site closed)		
Medium Term	To improve signage and external access for visually impaired people.	Provide yellow strips to mark step edges. Provide larger signs	To ensure visually impaired people feel safe in the school grounds.	June 2025		Preparation for June 2025 – Ensure signage is large enough and use visual representations for children with visual impairments, autism and literacy difficulties. Colours with the highest contrast need to be used. Light text on a dark background are more appropriate for people who have a visual impairment	complete		
Medium Term	To use appropriate uses of colour schemes for internal / external decoration to benefit pupils with visual impairments.	Follow advice on contrasting colours & re-decorate as necessary.	To ensure physical accessibility of school increased to ensure steps and handrails are safer for pupils/adults with visual impairment. Areas maintained on a regular basis.	June 2025		Ensure that new sites have contrasting colours on steps/ stairs, all stairways have handrails. Furniture should contrast with walls and floors	Complete		

Long Term	To purchase an evacuation chair.	Ensure the safety of mobility- restricted individuals, during an emergency evacuation situation.	To allow swift and safe evacuation for anyone with mobility issues – not just those in wheelchairs, but including people suffering from short-term injury e.g. broken leg)	June 2027			Evacuation Chair available at Forest Road site and HoC, curriculum lead and x1 Portland staff are trained. (July 2025 Forest road site closed)		
Long Term	To increase multi-sensory technology in the classroom.	Investigate what technology is required based on current inventory e.g., Projectors/SMART board/Tango board/reading pen technology/printer which will enlarge and alter images in line with normal modes of working and visual impairments.	To ensure ach classroom will have learning materials in a visual format. To ensure each site will have a set of headphones to support immersive reader/read aloud/reading pens.	June 2027		All staff have been made aware of assistive technology which is free and readily available on laptops. Increased amount of laptops and projectors in the past year and all sites to have access to reader pens. Magnifying overlays to be available too. Modified exam papers to be ordered where appropriate.	One extra reader pen has been purchased. Laptops have been provided for all students now and need to continue to encourage the use of assistive technology. Staff also need to be made aware of the Access to Work grant which is available for reasonable adjustments, this is available via Portland. Overlays and over tools to increase access will be available in SEND organiser kits to be created for all classrooms in Autumn 2025.		
Long Term	To continue to develop playgrounds and facilities	Ensure we have inclusive child-friendly play area and resurfaced. Support in the development of a sensory-based playground.	To resurface the playgrounds	June 2027		Ongoing. New area created at Elms site. Work due to begin on Oakes site. Forest School currently under development	Meadows site due to have work completed on outdoor area 2025-2026, awaiting result of testing. Forest school is developed and in use. Creation of an 'outdoor		

							classroom' for the area is underway and due to be in use by Summer 2026.		
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B. To increase the accessibility to curriculum and learning resources.

	Targets	Strategies	Outcome	Timeframe	2022-2023 Update	2023-2024 Update	2024-2025 Update	2025-2026 Update	2026-2027 Update
Short Term	To increase uptake of online learning resources. To narrow achievement gaps in terms of reading ages between those with SEN and those without.	Gather student voice for Yammer usage and understanding. Audit tech poverty across the cohort and provide printed materials for offsite or access to tech whilst onsite. Audit learners' IT skills. Audit communication responses from parents to ensure materials and communication is provided in preferred mode i.e., letter, Class Dojo, Email etc. Develop guided reading strategies across all centres. Set a benchmark for those needing reading intervention i.e., <E2.	To show learners how to use Yammer as part of learner induction. To have IT embedded into Preparing for Adulthood so that all learners will be able to edit a word document and send an email and attach work to email by the end of KS3. To seek appropriate accelerated reading programmes such as Reciprocal Reading Training. To have embedded a guiding reading scheme.	June 2024	Yammer is introduced to students in the first week and audit of skills in commented verbally. Conversation held with parents at visit to make sure they have access to Class Dojo and email. Guided reading occurs at each centre and supply of books are growing. Some students are accessing accelerated reading through interventions. Benchmark set for intervention but new resources being sourced to help the process.	Approved via finance for the purchase of Systematic Synthetic Phonics programme. Specifically Fresh Start: Read, Write inc which is a government approved programme. Purchase of Dyslexia and Dyscalculia screener which has a targeted intervention programme attached. Plans for English tutors to be specifically trained in Dyslexia and Maths – Dyscalculia – all to improve the early identification of needs	Staff training on Dyslexia/ Dyscalculia/ supporting literacy and numeracy in the classroom. Lead by Subject leads. Purchase of IDL literacy and numeracy, along with screener for dyslexia/ dyscalculia. All staff training occurred in September on early identification of SEND needs and referral forms for SEND created.		
Medium Term	To increase the 'menu' for our intervention offer to decrease achievement gaps in maths and English. To increase the 'menu' for our intervention offer for other broad areas of need such as Social Emotional Mental Health and communication and interaction. To offer end of KS4 qualifications in	Have a SEND meeting to collate menu of possible English and maths SEND meeting to explore historic BETEC PFA units, and explore other awards, plus benchmark entry to the qualification/referral process to PFA curriculum. SEND team to contact Portland to seek sharing of resources for professional assessors. Plus to employ / train staff with key SEND qualifications	To increase success rates for all learners, particularly with SEND, so that they leave provision at KS4 with college and employer recognised qualifications as well as skills for independent living.	June 2025	Key students who are identified as needing interventions received key interventions to decrease the gap in learning / achievement. With having access to OT services more interventions for	Most wellbeing staff have been trained in ELSA. More staff training required and in process. Development for tracking, assessing, reviewing SEMH interventions required Access arrangements co-ordinator has	X3 staff trained in ELSA and x3 more wellbeing staff will be trained this academic year. Wellbeing interventions will now have a qualification base (NCFE)		

	Preparing for Adulthood outcomes such as Skills for Independent Living. To have access to SALT, OT, Dyslexia Assessor and Speed of Processing assessor, Educational Psychologist connected to Pollyteach.				SEMH is being developed.	left, prioritise training for this for at least one staff member. OT is working strategically across whole school to increase interventions for OT. Prioritise session 4 for all to access as PFA.	and will monitor progress. The Mill, Forest school are SEMH based. Forest school leaders have been tasked to create a way to track progress. IDL literacy and numeracy. OT continuing to work strategically. Use of an OT assistant to aid with need to be considered. Session 4, reflection/ reset is being utilised more but 'Thinking Time' is still happening in some instances.		
Medium Term	To ensure that all staff are trained in meeting the needs of all pupils including those with additional needs and disabilities to enable them to access the curriculum.	Complete audit of staff's extra curriculum training and interests of training CPD for staff	To have confident teachers and support staff that are more fully able to meet the needs of pupils with disabilities and any type of barrier with regards to accessing the curriculum.	June 2025	Internal training for SEND has been part of the annual training programme.	Send training at inset, SENDCo is also offering bespoke training per site based on their own requirements and English and maths tutors to engage in specific training for Dyslexia and Dyscalculia to increase knowledge. Staff training required for	SENDCo has achieved NASENCO qualification. Deputy SENCO. Bespoke staff training is responsive to need. SENCO and OT work closely together to evaluate needs and provide advise/		

						IDL intervention programme	training and bespoke sessions/provision IDL Literacy and numeracy programme has now been purchased		
Long Term	To create a curriculum which promotes independence. To ensure equity in assessment processes.	Review policy on referrals for formal Dyslexia assessment. Dyslexia assessor and other professional assessors to support early identification of AA, prior to KS4.	To include learner-led principles in staff training. To have a kinaesthetic or other activity to meet learning outcome instead of providing evidence in written formats only and move away from worksheet-led learning and promote learner-led learning.	June 2027		AA options on cPOMS to document NWOW. Staff regularly complete this. AA need to be documented ASAP. Adaptive teaching training and applying the EEF '5 a day' principle to aid equity. Continuing to move away from worksheet led activities, this is still ongoing. Staff training on early identification. Dyslexia assessor still required due to change in circumstances.	5 a day principle, early identification has been provided in all staff training. Need for AAC and Dyslexia assessor has changed. Outsourced AAC		

C. To meet the emotional needs of students.

	Targets	Strategies	Outcome	Timeframe	2022-2023 Update	2023-2024 Update	2024-2025 Update	2025-2026 Update	2026-2027 Update
Short Term	To develop the SEND team including OT and counsellor	Employ an OT and Counsellor	To improve learning. To create a more individualised learning environment. To provide advice and understanding on how conditions impact upon learning.	June 2023	OT has been employed since Sept 2022. Counsellor has been employed since June 2023.	Deputy Sendco appointed. OT liaising regularly with HOC's. Trainee Counsellor has been working with a range of students.	OT need is rising and an OT assistant could be considered to aid delivery of sessions guided by OT. this could potentially be an existing member of the wellbeing team. Trainee counsellor to work with Wider Curriculum lead to create 'golden thread' of Emotional intelligence and literacy toolkit.		
Short Term	To ensure all students to receive wellbeing unit as part of PSHE. To map Personal learning thinking skills such as resilience and growth mindset to PFA/engagement session 4.	Collate student voice on wellbeing: do they all know what it is, can they identify 3 strategies which contribute to positive wellbeing? Can they identify 3 impacts to wellbeing? Plan 3 structured wellbeing days a year. To expand explicit teaching of emotional regulation: SEND team to research intervention programmes such as Incredible 5 Point Scale and Zones of Regulation. Staff CPD on interception, executive functioning, sensory profiling.	To have students able to recognise key emotions, physiological changes to heightened emotions and have a bank of 5 strategies to self-regulate	June 2024	All students have access to well-being as part of the wider curriculum programme	Emotional Literacy including the key emotions listed are part of the 'Golden thread' of the wider curriculum SEND Team to advise on development of emotional literacy for whole school during tutor times as the need is prominent.	Trainee counsellor to work with wider curriculum lead for emotional literacy/intelligence toolkit across whole school. 2025-2026. Wellbeing curriculum being instated September 2025. (NCFE level 1, personal development and wellbeing units) KS3 nurture utilise Zones of		

							Regulation and OT is working on 5 point scale, tailoring to individuals.		
Medium Term	To develop trauma-informed sensory-based approach - OT service. <ul style="list-style-type: none"> • SI and Trauma/SEMH- • SI and Autism • SI and LD • SI and ADHD/School/Affected Disorders. 	OT to be trained in primary sensory integration training: Ayles Sensory Integration Training https://sensoryproject.org/asi-wise-2/	To provide training to the OT, to be provided with the skills and knowledge to be able to implement assessments and targeted interventions gradually across Pollyteach sites.	Oct 2024	Training course booked for OT	OT is completing training at present and has been proactive in sourcing assessments and recommendations via networking	OT nearing completion of training. OT has also completed Eco Sensory Therapy and utilises this in bespoke sessions. OT intervention is whole school based. Proposal of implementing an OT referral form is being considered		
Medium Term	To become a Trauma and Attachment Informed School and embed across all centres	Register as a trauma and attachment informed school CPD for staff Introduction across centres Develop sessions	To trauma-informed schools create safe and nurturing environments, help children to manage their emotions, and promote connection and empathy.	Oct 2024	Training has occurred – SENDCO, OT and SEMH lead attended training.	Deputy Head and New SENDCO have also completed initial Trauma informed training. Discussion of plans to reform the Wellbeing policy to build in relational approaches for consequences. Staff training on Trauma is held regularly. Registration for Trauma informed	OT and SENDCO are 'Trauma Informed' via Relational schools. Trauma informed accreditation to be put on hold due to staff changes and new leadership team.all members of SLT would benefit from becoming Trauma Informed. Wellbeing policy to be updated to		

						school has been sent	ensure that it is trauma informed and reform of Class Dojo required.		
Medium Term	To register as a forestry school and embed it across the school	Register as a forestry school CPD for staff Introduction of forestry schools at KS2/3 centre Develop sessions and introduce to other centres/ ages	To allow a safe, non-judgemental nurturing environment for learners to try stuff out and take risks. Forest School inspires a deep and meaningful connection to the world and an understanding of how a learner fits within it.	June 2025		Plans for Forest school to open in September/October 2024 . HT and Outdoor activities leader completing level 3 course.	Forest school is underway and regular sessions are held for Meadows and Elms students. Forest have opted out due to travel time. Outdoor activities lead is near completion of Forest school level 3 training. KS2 referrals on hold due to lack of appropriate referrals		
Medium Term	To have a variety of specific intervention offers to include wellbeing of various kinds including trauma and attachment, and also includes the emotional support and development for KS2, 3 and 4. e.g., 5-point scales, anger management, understanding own SEN such as sensory profiles.	Review of intervention menu/offer Staff CPD for those delivering intervention/explicit teaching of 5-point scales, anger management, Zones of Regulation. Support in the development of a sensory-based playground.	To have explicit teaching/interventions to meet emotional regulation.	June 2025		ELSA Trained wellbeing staff. Utilise tutor time for emotional regulation/ literacy. Staff training on emotion coaching OT has conducted Sensory profiles with students who have been highlighted to them and has created bespoke packages. OT and wellbeing member also creating sensory circuit	Ongoing, Implementation of bespoke wellbeing sessions		

						packages to roll out to all sites. OT in discussion regarding sensory based playground			
Long Term	To develop the SEND team including 2 OT's and 2 counsellors	Employ second OT and Counsellor	To improve learning. To create a more individualised learning environment. To provide advice and understanding on how conditions impact upon learning.	June 2027			OT has requested an assistant OT to aid with demand of service. To be considered.		
Long Term	To upskill OT skills and focus towards further specialist SI trauma training to develop skills further.	OT to attend Sensory Attachment Intervention (SAI) Training https://www.sensoryattachmentintervention.com/	Support in the development of a sensory-based playground.	June 2027		OT researching into this. OT has expressed interest in completing ECO sensory Therapy course in line with the Forest School	OT has completed Eco sensory training and is implementing this as part of sessions. Sensory circuits, sensory based area in Portland grounds which can be used		
Long Term	To have a pathway to inclusion/package for Emotional-Based School Refusers and PDA.	SEND team training on EBSA and strategies to meet 6 - week integration goals. Intervention offers for reduced timetable/bespoke timetable/ keyperson	To reduce the % of students who are serial non-attenders/EBSAs	June 2027		All administration staff to attend the Nottinghamshire EPS EBSA training. Also require training for ARNA. Reduced timetables and re-integration programmes to be developed PDA Training has been delivered to staff on inset by SENDCo. Need to develop	Reintegration meetings are now embedded across all centres. Administration is booked to complete ATTEND training. OT to also oversee EBSA/ARNA and transitions All students have a key person who completes regular wellbeing calls to home. Home visits for		

						consistency of approach	onroll students are conducted after 3 consecutive days of absence.		
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