

BRINSWORTH ACADEMY DEVELOPMENT PLAN FOR ACCESSIBILITY PLAN FOR STUDENTS WITH DISABILITIES 2025-26

Evaluation of the current quality of the accessibility provision in the Academy:

Strengths
<ul style="list-style-type: none">• Health Care plans for all students with a disability or medical need that require them are in place to ensure a safe curriculum, and to ensure that enrichment and extra-curricular activities are accessible for all. These plans are available to all staff.• Academy take opportunities to raise students' awareness of disability issues and promote a positive view of disability through assemblies, pastoral curriculum & subject-based curriculum• Academy offers support for students with disabilities from outside agencies as required e.g. Visually Impaired Service; Hearing Impaired Service; Occupational Therapist; Physiotherapist; Speech Therapists• Appropriate Specialist Career Advice is available for students with disabilities• Access for students with temporary or permanent disabilities for appropriate exam access arrangements to enable them show good levels of progress and gain academic success is in place.• Personalised timetables with specific adaptations relating to physical/emotional need are in place for identified students - Any adaptations to the Academy site take into account the specific needs of the students with disabilities• Disabled visitors to the Academy with access to car parking (visitors' car park)• Risk assessments for all students with a disability or medical need that require them need to be in• Academy will make available for parents/carers any information that is required in alternate formats (if requested)• Revised/Improved format for SEND Information Report now on website• Weekly CPD on embedding adaptive approaches into practice• Inclusive seating plans in place for every class• Dyslexia friendly fonts & resources used on all lessons
Areas identified for development
<ul style="list-style-type: none">• Need to provide on-going, up to date training to all Academy staff on SEN issues, disabled students' needs and the Equality Policy Regular and develop appropriate teaching and learning strategies in line with the changing cohort and key individual's needs/medical conditions• Any future adaptations to the Academy site should take into account the specific needs of the students with disabilities• Provision for disabled students/parents/visitors to the Academy at: Parents' Evening; Open Evenings; Academy Plays needs to be improved• Continue to review Y6/7 transition to take account of specific needs of those joining the Academy• Continue to develop departmental working so that HODs have a clear understanding of how to support students with SEND in their subject• Continue to ensure that students with EHCPs & SEN Support Plans, including those accessing MLD Resource, have effective provision in place

Action Plan to Improve the Quality of Provision for Students with Disabilities within the Academies

Action/Priority	Who?	Outcome	When?
Ensure visually impaired students can travel safely around the site	RW	Yellow lines in place on all stairs, other hazards highlighted	On-going to refresh/update as needed
Continue to use computer technology appropriate for students, including prospective students, with disabilities	SENDCO support from ICT support	Computer readers for exam access readily and regularly used	On-going
Expand the use of alternative resources (including equipment and staffing etc) to ensure students can express themselves fully throughout the curriculum	SENDCO/SLT	Alternative resources sourced and funding secured. More dedicated computers for access arrangements for exams and controlled assignments and assessment activities	On-going
Risk assessments for all students with a disability or medical need that require them need to be in place. Working with the school nursing services to ensure care plans are in place and reviewed	SENDCO/HWB team	Risk assessments in place for all students as required. Generic risk assessments for commonly diagnosed medical needs e.g. asthma to be in place	On-going review of those in place and new RA as needed on entry

Academy needs to make available for parents/carers any information that is provided in alternate formats (if requested).	SENDCO/SLT	List of alternate formats required for new Y7 parents/carers in place. Parents to make request for info in alternate formats on the home: academy agreement and this to be actioned as appropriate	On-going
Need to provide on-going, up to date training to all Academy staff on SEN issues, disabled students' needs and the Equality Policy and develop appropriate teaching and learning strategies in line with the changing cohort and key individual's needs/medical conditions (e.g. students accessing MLD resource)	SEND Leadership team	A bespoke package of training provided to all staff who teach students with additional needs.	On-going
Any future adaptations to the Academy site should take into account the specific needs of the students with disabilities	RW	New builds/capital funded projects to meet the latest disability regulations. List of alternative provision required for new Y7 parents/carers in place.	On-going
Provision for disabled students/parents/visitors to the Academy at: Parents' Evening & Open Evenings needs to be improved	SENDCO/SLT	Annual Reviews/Virtual Option for Open Evenings	On-going
Continue to develop departmental working so that HODs have a clear understanding of how to support students with SEND in their subject and these are reflected in the SEND SEF	SENDCO/SLT	Middle Leaders Briefings/LM/CPD	On-going
Continue to ensure that students with EHCPs, including those accessing MLD Resource, have effective provision in place	SEND Leadership team	Appointment of specialist teacher to deliver English & Maths curriculum in MLD resource. Improved collaboration between Maths/English team and Specialist MLD teacher to develop	On-going

<p>Ensure that learners accessing MLD Resource can access curriculum in mainstream lessons</p>	<p>All teachers/ SEND Leadership team</p>	<p>bespoke curriculum to accelerate progress of MLD learners</p>	<p>On-going</p>
<p>Review the SEND documentation to ensure it is easy for staff to access</p>	<p>SENDCO/ SEND Leadership team</p>	<p>Learning walks to QA teaching and learning.</p> <p>Continue to develop use of provision mapper as whole school system of sharing information and integrate plans for all students</p>	<p>On-going</p>

