

Lyndon School

A Summit Learning Trust Academy

Accessibility Action Plan 2023/24

Key Objectives	Established Practice	Actions for 2023/24	By whom	By when
<p>Increasing curriculum access for all learners.</p> <p>Academy practitioners receive ongoing training in making their curriculum offer accessible to all learners and are aware of its importance. The MAT will continue to seek and follow the advice of Local Authority Services such as those provided from Solihull’s Inclusion Support Services (SISS) and of appropriate health professionals from the local NHS Trusts. It also covers the provision of specialist aids and equipment, which may assist learners with SEN/D in accessing the curriculum.</p> <p>Accessibility planning and reasonable adjustments also cover, teaching and learning expectations and wider curriculum access including the participation in after school clubs,</p>	<p>At the heart of Lyndon School is an ambitious, inclusive and knowledge rich curriculum which seeks to promote the intellectual, creative and cultural development of all our learners, with the goal of deepening their knowledge, <i>celebrate diversity and individuality</i> and broadening their horizons.</p> <p>Every learner at Lyndon School has the opportunity to follow all National Curriculum subjects as well as following an appropriate GCSE or Vocational curriculum pathway. There is no narrowing of the curriculum.</p> <p>Liaison with and input from a range of services is sought to assess and support individual’s needs and provide advice to staff regarding approaches required.</p> <p>Quality assurance of curriculum access for learners with SEND is carried out on a regular basis through our Quality Assurance which include learning walks, staff / leader meetings, book looks and</p>	<p>Curriculum planning is reviewed internally and where appropriate in collaboration with our secondary colleagues across Summit Learning Trust. This is to ensure from intent to implementation all adaptations are having a positive impact on outcomes. This is part of an on-going monitoring cycle for all leaders.</p> <p>Recommendations made by outside agency specialists to be implemented as guided and regularly reviewed so that evidence in support of the graduated approach can be robustly ascertained.</p> <p>Leaders to continue ensuring that professional learning is effectively enhancing classroom practice thereby increasing curriculum access and subsequent achievement for all learners.</p>	<p>Subject leads Curriculum leads Lead practitioners SENDCO Senior leaders Trust Academy Improvement Team</p> <p>Inclusion Team External Agencies Subject teachers TAs</p> <p>Senior and Middle Leaders Academy Improvement Team Teachers</p>	<p>On going</p> <p>Ongoing in response to emerging, escalating, and monitoring of individual learner’s needs</p> <p>On at least a fortnightly basis</p>

<p>leisure and cultural activities, school events and external visits for children / young people with SEN/D.</p>	<p>learner voice. Feedback is given, action is taken, and a range of monitoring and further review procedures are followed to ensure timely and well-informed refinements are made.</p> <p>Laptops are available within each subject area and within the Teaching & Learning Centre to aid learners with their extended responses.</p> <p>Nessy Fingers typing software is now available to all learners who need to develop their long-term typing accuracy and stamina skills. These skills will be developed throughout key stage 3 particularly in support of KS4 / post 16 note-taking / extended writing tasks / assessments that can be completed via word-processing means.</p> <p>In key stage 3 most subjects are delivered on a mixed ability basis. For core subjects are set according to learner ability. The expectation is for schemes of work to be designed to both support and challenge learners from their starting points and take into consideration specific guidance given by the wider inclusion team. Pre-requisite knowledge and skills are planned for and scaffolded for where there are gaps.</p> <p>Learners' reading and spelling abilities are assessed on entry in year 7. Results</p>	<p>Rapid Reading is to be introduced to SEND learners who are struggling with their current reading ability and who have low scores in their comprehension and inferences assessment.</p> <p>Courses to be explored, agreed and proposed to learners and their parents / carers ensuring pathways are supportive of the post 16 routes learners wish to pursue.</p> <p>Expectations around TLA folders and how the contextual information can be fully utilised to inform teacher planning and delivery to be monitored and regularly reviewed.</p> <p>All staff to encourage and promote the participation of learners with SEND in attending extra-curricular activities, tracking uptake and gaining learner views so that clubs are appealing and co-constructed / led where appropriate.</p> <p>Staff on lunch duty to facilitate and monitor learner interactions and personal development during this</p>	<p>Inclusion Team IT Support Teachers</p> <p>Year 9 Pastoral Manager Subject Leaders Teachers Curriculum AP IAG Lead</p> <p>Senior / Middle Leaders Teachers Inclusion Team</p> <p>Teachers Subject Leaders SLT SENDCO Parents / Carers</p> <p>SENDCO Pastoral Managers TAs</p>	<p>As and when required on a daily basis</p> <p>Teachers to update and annotate on a regular basis to reflect changes in need / support / strategies / intervention</p> <p>Ongoing and activity specific</p> <p>Daily</p> <p>Weekly</p>
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<p>are shared with staff so that approaches / interventions can be tailored to meet individuals' reading / spelling levels.</p> <p>In KS4 learners follow a pathway that is conducive to both their interests and ability – with EBAC available to all learners. Prior to making choices individual interviews are held between Information, Advice and Guidance Lead and learners to inform decision making (related to post 16 choices).</p> <p>Every teacher has a teaching, learning and assessment folder for every class with a context sheet and copies of learner's profiles of need, detailing individual needs and strategies (SEND). Staff are encouraged to use the information when planning for their lessons</p> <p>All learners are invited to attend after school clubs, activities, trips and visits. Leaders regularly review the uptake to ensure the extra-curricular opportunities are being attended by a cross section of learners. Learner views are also gained to ensure new and existing activities are inclusive.</p> <p>A lunch time club is well attended by learners (across all year groups) who benefit from having a more structured, supervised social space. This is held within the TLC/ Inclusion area.</p>	<p>provision (where appropriate in support of the graduated approach).</p> <p>Inclusion and Pastoral staff to encourage learner attendance and support accordingly.</p> <p>Stringency around identification and administration to be upheld with internal and external quality assurance checks carried out.</p> <p>All dual registered provision to continue to be appropriately sought to meet the current needs of a learner. All alternative settings to continue to provide a letter of comfort and undergo quality assurance checks prior to and throughout a learner's placement.</p> <p>Risk assessment forms continue to be reviewed on a timely and individually agreed basis to reflect current, emerging and future needs.</p> <p>Welfare provision reviewed regularly to ensure purpose and standards are upheld by staff and learners.</p>	<p>SENDCO Pastoral Managers TAs Teachers Parents / Carers</p> <p>Teachers SENDCO / HLTA Exams Officer</p> <p>Inclusion Team PMs Attendance Officers SLG</p> <p>Inclusion / Pastoral / Welfare Team</p> <p>Welfare Lead Pastoral / Inclusion Team</p>	<p>Ongoing</p> <p>Daily for attendance checks and fortnightly for progress/ welfare checks</p> <p>At least half termly</p> <p>Learner specific every 2-6 weeks</p>
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	<p>A homework club is available to learners who require a designated, supervised space with access to ICT. This is housed within the Inclusion area, held 3 nights a week and is staffed by the Inclusion team who liaise closely with curriculum areas. For some learners, whilst they are encouraged to do homework, specific allowances are made in recognition of individual needs – SENDCO and Pastoral Managers regularly remind staff of this small cohort who need extended deadlines or alternative tasks.</p> <p>Exam access arrangements are available to learners in support of both internal and external examinations – procedures are annually and externally inspected to ensure regulations are adhered to. The school has 2 qualified assessors to administer the JCQ approved assessments and applications.</p> <p>In school referral systems and processes robustly support the education and welfare of learners requiring short / longer term dual registered specialist provision. Placements are regularly reviewed and where appropriate reintegration / permanent placements are sought</p> <p>Risk assessment forms are carried out and regularly reviewed on an individual basis to ensure learners with physical / medical / SEMH needs can participate</p>			
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	<p>safely and appropriately in a wide range of learning and recreational activities.</p> <p>Lyndon has a designated Welfare Room which upholds a clear entry / exit criteria. Examples of its use are to reintegrate learners after; periods of time missed from school and / or heightened anxiety, medical needs, bereavement, respite etc.</p>			
Key Objectives	Established Practice	Actions for 2023/24	By whom	By when
<p>Improving the physical environment so that all learners and other users can take better advantage of the educational facilities and services available.</p> <p>The academy will take into account the needs of learners and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment, colour schemes, equipment, and greater accessible facilities and fittings.</p>	<p>Timetabling adjustments have been made to facilitate learning for learners with health / medical needs. This has been carried out in consultation with the young person(s), parents, staff and upon recommendations given by external professionals.</p> <p>Reasonable adjustments are made to support parents/carers in attending school meetings / events. Routes to locations are carefully planned for with the use of portable ramps or via access that has been reconfigured to improve wheelchair/mobility scooter access.</p>	<p>Please refer to Direct Access Audit.</p>		
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<p>Improving the availability of accessible information.</p> <p>Improving the quality and delivery of written and auditory information to learners, staff, parents and visitors with SEN/D. Examples might include enlarged handouts, induction loop systems, picture timetables, voice activated software, Makaton, widget symbols, location of information about the school and school events. The school is aware of and works with a range of services, including those provided through the LA, for providing information in alternative formats when required or requested.</p>	<p>The following channels of communication are used to communicate with parents / carers regarding their child and school events.</p> <p>Text messaging / emails – reminders, school closures, trips, attendance, detentions, parent’s evenings, events (hard copies are available to known pupils/ families).</p> <ul style="list-style-type: none"> • Parents / carers with dual responsibility receive separate correspondence upon request • Reciprocal telephone home to school contact • Enquiry email address / contact • Twitter page – regularly updated • Front of house staff - main office (7:30am-4:30pm) • Newsletter – half termly (emailed to parents, posted to those without an email address, website, displayed in reception) Readability is considered when producing • School prospectus • Points of contact / channels of communication included on Principal’s termly correspondence to parents/carers • Translation function on website • Google translate available and used if appropriate when 	<p>For the academy to audit the diverse range of spoken languages staff speak to support translation with stakeholders where required.</p> <p>Voice activated software to be explored to support learners in recording their responses in an alternative way.</p>	<p>Office Manager</p> <p>IT Support</p>	<p>July 2024</p> <p>July 2024</p>
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	<p>conversing with stakeholders requiring interpretation support</p> <ul style="list-style-type: none">• Website updates / correspondence – ongoing (Twitter feeds front page of website)• Consultations events – face to face meetings with class teachers / key staff / additional non-teaching staff• Options evenings – advice & guidance• Staff greet / dismiss learners at the start/ end of each day having presence within the locality• Careers and post 16 interviews and support (home visits / virtual meetings are conducted where appropriate)• Termly careers newsletter• Learner briefing notes shared during tutor time to inform pupils of relevant information / events etc• Parent/carer workshops i.e., apprenticeships, accessing on-line homework,• Transition events - secondary transfer / post 16. Additional support from the inclusion team is available and carried out during each summer term or for in-year admissions			
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- Face to face attendance meetings with parents / carers, EWO and pastoral managers
- TEAMS / Zoom calls to facilitate online meetings
- For vulnerable / SEND pupils involvement from the inclusion team to support / advocate needs and requirements
- Internal MIS and intranet systems used to record pupil information, accessible at various levels to inform staff of pupil's holistic needs and requirements
- Celebratory and awards events and assemblies – families invited
- Bilingual Teaching Assistance (when required)
- Signposting and supporting families to local organisations including household funding support
- Home to school written communication via learner planners

Staff use the following methods to improve the quality and delivery of information presented to their learners;

- Picture / visual timetables
- Photographs to support transition

	<ul style="list-style-type: none"> • Dual coding strategies • Concrete examples / manipulatives • Modelling “I say it” “we say it” “you say it” • Examples to illustrate expectations • Scaffolding to support verbal and written responses i.e., sentence starters, fill in missing blank, matching tasks, synonyms, templates • Task management boards • Learning Behaviour Boards • Enlarged text for visually impaired learners • Access to laptops, desk-tops and netbooks to aid extended writing and remote learning • Conducive seating plans / pairings / group work • Additional adults – to modify both written and verbal language • Learner questionnaires • Regular collation of learner views in support of school improvement • School Council • Strategies for newly arrived learners and those with EAL • Friends for life (social skills group) • Exam access arrangements – reading / scribing / extra time • Handouts to reduce note-taking / copying 	<p>Spring / Summer 2024, IT device and software investment to continue to roll out, monitored and evaluated to maximise usage and impact.</p>	<p style="text-align: center;">Inclusion Team Teachers Academy Improvement Team / Central IT Team</p>	<p style="text-align: center;">July 2024</p>
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- Dyslexia friendly font (and coloured paper used where appropriate)
- Reading pens to aid learners with highlighting and hearing new / tricky words

Widget and Clicker software to support dual coding across the curriculum (SEND / EAL)