

Lyndon School

A Summit Learning Trust Academy

Accessibility Action Plan 2025-2026

Key Objectives	Established Practice	Actions for 2025-26	By whom	By when
<i>Increasing curriculum access for all learners</i>				
Academy practitioners partake in regular professional learning making their curriculum offer accessible to all learners. Lyndon School 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.	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>celebrating diversity and individuality</i> and broadening their horizons.	We will continue to review curriculum planning 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.	Subject leads Curriculum leads Lead practitioners SENDCo Senior leaders Trust Academy Improvement Team	Ongoing
		To explore the use of Arbor to digitally communicate homework to all stakeholders.		
	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.	Continue to utilise Trust curriculum conferences as a forum for enhancements and consideration of sequencing.	Subject leads Curriculum leads Lead practitioners Senior leaders Trust Academy Improvement Team	Ongoing
	Quality assurance of curriculum access for learners with SEND is carried out on a regular basis through our Quality Assurance Cycles which include learning walks, book looks and 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.	Leaders to continue ensuring that professional learning is effectively enhancing classroom practice thereby increasing curriculum access and subsequent achievement for all learners.	Subject leads Curriculum lead Senior leaders SENDCo	Via continual QA cycles
		Professional learning to be undertaken by key colleagues in support of developing the teaching of early reading skills.	Literacy leads Inclusion team EAL leads	July 2026
		Following the training above, Rapid Reading is to be further enhanced for learners with SEND who are struggling with their current reading ability and who have low scores in their comprehension and inferences assessment.		September 2026
Liaison with and input from a range of services is sought to assess and support individual's needs and provide advice to colleagues regarding approaches required.	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 evidenced.	SENDCo Inclusion team Pastoral team	In response to emerging and escalating learner needs	

Increase and develop the use of technology and specialist aids to assist learners with SEND accessing the curriculum.	Laptops are available within each subject area and within the Teaching & Learning Centre to aid learners with their extended responses.	Expansion of Sparx Reader in key stage 4 following the success of trials in key stage 3.	Literacy lead English lead SENDCo	Autumn term 2025
	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 and 4 to support extended writing tasks and assessments that can be completed via word-processing means. This will also support being ready for post 16 provision.	Other specialist interventions are 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.	SENDCo Inclusion team Local authority colleagues	Ongoing in liaison with colleagues and as needs are presented
Accessibility planning and reasonable adjustments also cover teaching and learning expectations and wider curriculum access, including the participation in after school clubs, leisure and cultural activities, school events and external visits for learners with SEND.	In Key Stage 3 most subjects are delivered on a mixed ability basis however core subjects are set according to learner ability. Subject curriculums are 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 tasks are scaffolded to support learner success and progress.			
	Learners' reading and spelling abilities are assessed on entry in year 7. Results are shared with colleagues so that the learning, and any interventions that need to be carried out can be tailored to meet individuals' reading and spelling levels.			

<p>In Key Stage 4, learners follow a pathway that is conducive to both their interests and ability; the EBAC suite of subjects are accessible to every learner at Lyndon School. Prior to making choices, individual interviews are held between the Information, Advice and Guidance Lead and learners to inform decision making (related to post 16 choices).</p>	<p>Ensure the accuracy with identification of learners with SEND and administration are upheld with internal and external quality assurance checks carried out.</p>	<p>SENDCo Trust inclusion lead</p>	<p>Daily</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. Colleagues are expected to use this information when planning for their lessons.</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>Senior leaders Middle leaders SENDCo</p>	<p>Ongoing; updated and annotated on a regular basis, with whole-school auditing during QA cycles</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>All colleagues to encourage and promote the participation of learners with SEND in attending extracurricular activities, tracking uptake and gaining learner views so that clubs are appealing and co-constructed / learner led where appropriate.</p>	<p>All colleagues</p>	<p>Ongoing</p>
<p>A social 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>Colleagues on lunch duty to continue to facilitate and monitor learner interactions and personal development during this provision.</p>	<p>Duty colleagues</p>	<p>Ongoing</p>
<p>A homework club is available to learners who require a designated, supervised space with access to ICT. This is located within the Inclusion area, held 4 nights per week. It is supervised by the inclusion team who liaise closely with curriculum areas.</p>	<p>Review the appropriate adjustments that can be made for the homework of learners with SEND, such that work that is set is pitched appropriately to their needs.</p>	<p>SENDCo Senior leaders Curriculum leaders</p>	<p>Autumn term 2025</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 or longer term dual registered, specialist provision. Placements are regularly reviewed and where appropriate reintegration back into school or permanent placements are sought to meet individual learner needs.</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>VP for behaviour and inclusion SENDCo Pastoral managers</p>	<p>Fortnightly review</p>
<p>Risk assessments are carried out where appropriate and are regularly reviewed on an individual basis to ensure learners with physical, medical or SEMH needs can participate safely and appropriately in a wide range of learning and recreational activities.</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>Inclusion team</p>	<p>On an individual need basis</p>
<p>Lyndon has a designated pastoral office which all learners can access to gain pastoral support or mental health first aid.</p>			

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<i>Improving the physical environment so that all learners and other users can take better advantage of the educational facilities and services available</i>				
<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 additional needs. Adjustments are carried out in consultation with the learner, parent/ carer and colleagues and upon recommendations given by external professionals.</p> <p>Reasonable adjustments are made to support parents/carers in attending school meetings or events. Routes to locations are carefully planned for with the use of portable ramps or via access that has been reconfigured to improve wheelchair or mobility scooter access</p>		<p>Please refer to Direct Access Audit.</p>	

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<i>Improving the availability of accessible information</i>				
<p>Improving the quality and delivery of written and auditory information to learners, colleagues, parents/ carers and visitors with SEND. Examples might include enlarged handouts, induction loop systems, picture timetables, voice activated software, Makaton, widge 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>Parent/carers are communicated to via the following channels for sharing school reminders, closures, trips, attendance, detentions, parent/carer evenings, events:</p> <ul style="list-style-type: none"> <li>- Text messages</li> <li>- Email</li> <li>- MIS messaging</li> <li>- Hard copies available on request</li> </ul> <p>Additional written information sharing is provided via:</p> <ul style="list-style-type: none"> <li>- Office enquiry email address shared on all correspondances</li> <li>- Further points of comntact included in Principal's termly correspondance</li> <li>- Social media pages updated regularly</li> <li>- Front of house colleagues present from 07:30-16:30</li> <li>- Helf-termly newsletter shared digitally, displayed on school screens, shared via hard copy on request</li> <li>- School prospectus</li> <li>- Readability and accessibility considered by SENDCo before publishing</li> <li>- School website has tranlation functionality</li> <li>- Trust subscription to Language Line for translation services where needed</li> </ul>	<p>For the academy to annually audit the diverse range of spoken languages colleagues speak to support translation with stakeholders where required.</p>	<p>Office manager</p>	<p>Autumn term 2025</p>

<p>Additional face to face information shared via:</p> <ul style="list-style-type: none"> <li>- Consultation evenings held face to face</li> <li>- Meeting rooms available for face to face meetings, and frequently used</li> <li>- Options evening and pre-evening information materials</li> <li>- Duty staff have presence in the community before and after school</li> <li>- Careers interviews with learners and families</li> <li>- Termly careers newsletter</li> <li>- Tutor time notices shared with learners each week</li> <li>- Parent/carer workshops on homework, trips, apprenticeships</li> <li>- Transition events planned, and enhanced/extended by the inclusion team where necessary</li> <li>- Face to face meetings with attendance team</li> <li>- Celebration evenings</li> </ul>			
<p>Colleagues present accessible information to learners via:</p> <ul style="list-style-type: none"> <li>- Visual timetables</li> <li>- Photographs of site during transition</li> <li>- Dual-coding approaches to lessons</li> <li>- Modelling "I do, we do, you do" processes</li> <li>- Scaffolds such as sentence starters, gap fills and templates</li> <li>- Task management boards</li> <li>- Learning behaviour boards</li> <li>- Adapted printed materials to meet need</li> <li>- Access to laptops</li> <li>- Thoughtful seating plans</li> <li>- Supported information sharing via additional adults</li> <li>- Regular action following student voice</li> <li>- Intervention for learners with EAL</li> <li>- Exam access arrangements</li> <li>- Handouts to reduce cognitive load</li> </ul>	<p>Continue to explore voice activated software to support learners in recording their responses in an alternative way.</p>	<p>IT Support</p>	<p>Summer term 2026</p>
	<p>IT device and software investment to continue to roll out, monitored and evaluated to maximise usage and impact.</p>	<p>Inclusion team Teachers Central IT team</p>	<p>Summer term 2026</p>