

Accessibility Policy

Approved by: *Joanne Hodson Head Teacher*

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Reviewed by: *Fiona Melling Designated Safeguarding Lead*

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Next Review Date: September 2027

Accessibility Policy

We at **The Acorns School** are committed to meeting the needs of all pupils and ensuring that they make progress. In line with our mission statement we believe that each individual is unique and valuable.

Objectives

In order to achieve our aims and to ensure that all pupils achieve their full potential and make progress we will:

Ensure that transitional issues are addressed and relevant information is collected and disseminated to all colleagues. This will be monitored by our inclusion/re-integration coordinator.

Ensure that pupils participate in their learning and increase their responsibility for their learning and behaviour.

To ensure that exit and reintegration strategies are defined and developed

Our pupil related target(s) in this area are:

- To ensure that pupils are involved in the reviews of their Action Plans and personal targets.
- To ensure that all pupils are both monitored and mentored
- To ensure the development of emotional literacy.

Our parent/carers related target(s) are:

- To involve parent/carers in initial planning/Action Plans.
- To involve parents/carers in regular progress reviews.
- To ensure that each parent/carer has details of and access to their son/daughter's key worker.
- To ensure a record of all relevant key professionals /agencies involved with the pupil is available to parents/carers and colleagues.

Ensure that the school offers a broad, balanced and personalised curriculum that is accessible and suited to each pupil and promotes high standards of attainment and achievement.

Our curriculum related target(s) are: -

- To monitor, evaluate and modify existing Plan/Target setting format so that they complement the teacher's classroom planning.
- To devise personalised learning packages for all pupils.
- As part of the whole school monitoring and evaluation consider effectiveness of the personalised curriculum offered to pupils.
- Continue to develop alternative curriculum choices.
- To keep abreast of Key Stage 3 developments to assist our Key Stage 3 pupils in the reintegration process.
- To evaluate and modify Key Stage 3 & 4 programmes in the light of individual pupil need.
- **Ensure that the learning needs of pupils with special educational needs are identified and assessed as early as possible, and their progress is closely monitored.**

Our assessment aims are:

- To ensure continuous professional development of staff in relation to assessment and special needs.
- To gather pupil information from feeder schools to inform the teaching programme and strategies
- Every pupil on entry to The School to complete a base line assessment in literacy, numeracy and emotional literacy development. This assessment will inform each pupil's provision and learning targets.

- Employ diagnostic testing to identify specific difficulties & to inform the development of individual pupil targets
- A continued cycle of assessment to monitor progress and inform new targets

Ensure that the learning needs of gifted and talented pupils are identified, assessed as early as possible, and their progress is closely monitored and addressed.

Related targets are:

- To gather pupil information from feeder schools to inform the teaching programme and strategies.
- To complete Base line assessment on entry
- A personalised curriculum appropriate to identified needs offered to pupil.
- Cycle of monitoring, evaluation and review of programme.

Ensure all teaching staff and support staff are involved in planning and meeting the learning needs of special educational needs pupils.

Our staff related target(s) would be: -

- Our SENCOs and Teaching and Learning Leads to take the lead role in embedding effective practice.
- Brief all staff on the changes to the SEND Code of Practice and changes in statutory requirements.
- Key workers to record their work with individual and groups of pupils
- Key workers to collaborate with teaching staff, parents and pupils in the setting, evaluation and review of pupil targets.
- Share information effectively between colleagues
- SENCOs to support staff in devising and implementing termly Plans and short-term targets

Ensure that the school liaises with partner schools and outside agencies effectively to meet the needs of staff and pupils

To meet individual pupils' needs School is likely to be involved with the following agencies:

- Mainstream Schools/Colleges in West Lancashire
- Education –EPS/adviser
- Health – nurse, doctor, Occupational Therapist, Speech and Language Therapist, Physiotherapist, Psychiatrist
- Social Services
- Parent Partnership
- Young Peoples Services
- CAHMS Team
- Educational Psychologist
- Police/CYJT
- Alternative providers
- Vocational and Work-Related Learning Providers

Our liaison target(s) are:

- To work with partners to promote, extend, and meet the objectives of Lancashire Continuum of Need
- Match needs of pupils at action plus and with statements to the appropriate outside agency.
- To engage in regular multi- agency meetings to ensure that pupil needs are met.
- To engage in joint training, utilising the expertise of partners.
- To develop opportunities in local partnerships
- To work in collaboration with local partner agencies to develop strategies to improve behaviour and attendance.

Roles and Responsibilities

The Management Committee has identified a manager to have oversight of special educational needs provision in the school and to ensure that the full management committee is kept informed of how the school is meeting the statutory requirements. At The Acorns School this role is undertaken by the Headteacher and SENCOs who will meet regularly.

The Head is the school's "responsible person" and manages the school's special educational needs work. The Head will keep the Management Committee informed about the special educational needs provision made by the school.

The SENCOs and the Headteacher will work closely staff to ensure the effective day to day operation of the school's special educational needs policy. The SENCOs and Headteacher will identify areas for development in special educational needs and contribute to the school's development plan. The SENCOs will co-ordinate provision at The School.

All teaching and non-teaching staff will be involved in the formulation of the accessibility policy. They are responsible for personalising/differentiating the curriculum for pupils with special educational needs and will monitor their progress. All teachers who have responsibility for areas of the curriculum will review and monitor the progress made by pupils in their subject area and the effectiveness of resources and other curriculum material.

Admissions

- Pupils with special educational needs will be admitted on roll in line with the Admissions Policy.
- The school will use the admission process (i.e. referral information, collection and collation of relevant information, from schools, pupils, parents, agencies and Pupil Support Officer, admission interview) to ascertain and identify every child's individual needs.
- If the school is alerted to the fact that a child may have a difficulty in learning, they will make their best endeavours to plan and deliver a relevant and differentiated/personalised curriculum.

Access for Disabled

Facilities for a ground floor teaching space have been provided in the Common Room, Coach House and nurture base and Tec suites. Accessible washroom facilities are available in Main and Coach Tec Suites House Building. Access ramp installed to the rear door inside externally and to the rear nurture base. Doors are adapted for wheelchair access and some open/ close at the push of a fob button.

Resources

- The managers will ensure that the needs of pupils are met by identifying a SENCO Assessment Coordinator.
- The School Information Pack will include information as to: The arrangements for the admission of disabled pupils, the steps taken to prevent disabled pupils from being treated less favourably than other pupils. The facilities provided to assist access to school by disabled pupils.

The Headteacher and SENCOs will use the pupil's EHCP/ statement and LEA banding document to identify the areas of pupil need and make appropriate provision. Time will be identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases.

The managers will ensure that money is set aside to develop resources in curriculum areas. In addition, the managers will ensure that staff are kept fully up to date about SEN and behavioural issues. In the event of a professional development gap being identified, both staff and managers will undertake training.

Identification, Assessment, Reviews.

On Entry

(Refer to Assessment & Admissions Policies)

Staff Referral

- If a member of staff has a concern about a pupil, they refer their concerns to the SENCO who will monitor pupil progress, advise staff on best practice (refer to SEN Policy)
- If despite intervention a pupil makes limited or no progress the SENCO in liaison with parents will refer to EP Service.

Curriculum and assessment monitoring

- The Teaching and Learning Leads are responsible for monitoring and tracking pupil progress and attainment. (Refer to Assessment Policy)

Pupil reviews (timescales)

- Pupil programmes and targets will be reviewed regularly, and parents will be invited to reviews. If they are unable to attend, then outcomes of the review will be sent home, and the parent's views will be welcomed.
- Pupils are set long term learning and behavioural objectives. Short term targets can be set to enable pupils to work in stepped progression towards their longer-term goals. These are evaluated jointly (pupil/teacher/keyworker) at least every 6 weeks, or on a needs basis.

EHCP Reviews

If a child has an EHCP (formerly statement of special educational needs), the school will conduct an annual review.

Curriculum

Access to Literacy/Numeracy

- All curriculum departments specify within their policies the cross-curricular access to literacy and numeracy available to pupils within their subject

Teacher planning

- *Teachers are informed of pupil's individual needs and are given training and guidance upon how best to meet them.*

Differentiation

- All work with pupils is either on a small group or individual basis. Every small group situation is supported by key workers in addition to teachers /HLTA's
- *There is extensive use of interactive whiteboards and ICT facilities. This enables us to address numerous aspects of differentiation across the curriculum.*
- Use of diagnostic assessment tools provides detailed information on appropriate individual targets, appropriate resources and teaching and learning styles.

Access to the full life of the school.

All pupils are given access to the full life of the school including the following activities:

- Homework
- Trips
- Enrichment Activities
- End of Year Celebrations

- Sport
- Alternative Curriculum

However, if there is a health and safety issue involved the Designated Safeguarding Lead will conduct a full risk assessment, share their findings with parents and pupils and arrive at the provision most suited to meeting the needs of the pupil.

All parents/carers are encouraged to contact / call at the school at any time. Opportunities via the Pastoral manager and Keyworkers are available to provide family support. Parents have an invitation to attend functions such as coffee and charity mornings, and the Leavers end of year celebration.

Training

- The Management Committee will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Head/ SENCO
- The SENCO and Head will keep fully up to date about special educational needs issues through attendance at training and cluster meetings. In addition, the SENCO will develop his/her skills through attendance at specialist training and SENCO meetings.
- Other teaching staff will be kept up to date informally by the Headteacher/SENCO & relevant colleagues and formally at staff meetings and training.
- Non-teaching staff who support individual pupils and groups of pupils need to have a wide range of curriculum, special educational needs and behaviour support knowledge. This will be regularly updated by auditing training needs and providing a coherent and cohesive programme of required training.

Reviewed by
Joanne Hodson Headteacher
February 2026

This policy will be reviewed every 2 years