



Accessibility Plan

This action plan sets out the aims of our Accessibility Policy in accordance with the Equality Act 2010.

1. Vision Statement

At Break Through School, we envision a future where every learner, regardless of their individual challenges, is empowered to achieve their fullest potential. Through a nurturing, safe, and supportive environment, we strive to inspire confidence, independence, and lifelong learning. This action plan sets out practical steps to remove barriers, provide targeted support, and ensure equal access to education for all our learners.

2. Action Plan Table

Area	Objective	Actions	Responsibility	Timescale	Monitoring/Success Criteria
Curriculum		Resources tailored to the needs of learners who require support to access the curriculum. Curriculum resources include examples of people with disabilities.	Class Teachers, SENDCo, Assistant Principal –	Part of Moderation cycle termly	Lesson observations show use of Learner progress data improves.

	Ensure lessons are accessible for all learners.	Small class sizes with a teaching assistant in all classes. The curriculum is reviewed to ensure it meets the needs of all learners. Time is allocated for the teacher and TA to jointly assess and plan lessons in class meetings each week. Time is allocated for the non-specialist teachers, specialist teachers and SENDCo to meet and plan together once a week. Learner profiles in place to outline children's individual needs. EHCPs are reviewed in conjunction with families and other professional partners to set SMART targets. We will provide assistive technologies and differentiated instruction where required. SENDCo in school to support staff with strategies based on observations in class and learner voice. Provide lesson materials in multiple formats (print, digital, audio). Use dyslexia/SEND-friendly fonts and layouts. Allow flexible assessment (oral, extended time, alternatives).	Curriculum and Education		QA cycles including lesson observations. Learner progress meetings successfully completed. Raised staff confidence in strategies for adaptations and increased learner participation. CPD programme including sessions from SENDCo on areas of send, trauma informed practice and language completed. Curriculum is engaging and appropriate for all learners.
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		Ensure the curriculum tracking system is embedded and moderated Continue to develop links with outside providers, including work experience placements, charities, and places to volunteer, that can be accessed by all learners. Provide opportunities for all learners to be able to take part in a range of extra-curricular activities to develop their skills in all aspects of school. Gather information on accessibility to the curriculum using progress data and learner voice. Ensure no learners are unable to access PE and reasonable adjustments are made.			
Teaching Strategies	Embed into day-to-day practice.	Deliver annual staff training on a range of SEND needs and trauma-informed strategies. High-quality teaching and adaptive teaching practices in all planning. Support for individuals and their personalised needs is identified in teachers' planning. Promote multi-sensory teaching methods. Provide guidance on scaffolding reading and writing tasks.	SENDCO, Senior Leadership Team (SLT) Teachers	Analysed half-termly with KPI data and Termly via Principals report	100% of teaching staff trained. Consistency is seen across classrooms. Regular walkthroughs and observations to ensure that strategies are in place.

		Visual timetables, task boards, now and next boards are used where needed to help support understanding and sequencing. Appropriate and effective direction of teaching assistant support.			
Physical Environment	Ensure the environment supports learning.	Create a calm, consistent, and predictable environment with clear routines and boundaries to support trauma-informed strategies. Environments are low stimulation with calm colours with a clear layout (limited notice boards on walls, clutter-free classrooms), and limited distractions for concentration. Use clear signage with high-contrast fonts. Provide quiet breakout spaces and sensory spaces for regulation to support learning. The layout of the school allows access for all learners to all areas (with the exception of upstairs classrooms; however, the classes can be moved if a child with a disability requires it). Meetings, lessons, kitchens, toilets can be accessed on the ground floor, so any adult or learner can access learning or meetings. All disabled learners and visitors can be safely evacuated.	Property Manager, Teachers, SENDCo	Completed – ongoing adjustments each term for new learners or staff and issues reported weekly on Fault fixers	Learners with trauma, voice they feel safe via learner survey feedback and improved attendance. Observations confirm accessible environments.

		The environment in and out of classrooms is regularly monitored to support hearing-impaired and visually impaired learners and adults. Toilets are accessible. Desks of differing heights will be provided. Chairs of differing heights will be provided. Wobble cushions and wobble stools for the learners who require movement to support concentration and learning. Fobs are on all classroom and external doors to ensure the school building is a safe place for learners.			
Technology and Resources	Provide assistive tools to support learning.	Introduce text-to-speech and speech-to-text software through Google Classroom for dyslexic or motor-impaired learners. Provide specialist aids, equipment, and ICT to promote disabled learners' access to the curriculum. Provide audiobooks and digital textbooks. Use reading overlays and rulers, and read aloud magic pens. Use of Chromebooks to aid in long pieces of writing. Use of technology as a motivator.	Melrose ICT Manager, SENDCo	Reviewed termly in ICT meetings with Principal Analyses when new learners or staff start and requests sent via Tracey or the Service desk	Learners demonstrate increased independence. Learners successfully use technology.

Learner Support	Provide learners with support and strategies to engage with their learning.	Further develop regulation support plans. Involve learners in setting learning goals in ECHP meetings. Use of visual timetables. Additional aids available, e.g., pencil grips, coloured overlays. Specialist agencies visit regularly to support, e.g., OTs, EdPsy, Physio and counsellors. Our school uses a range of communication methods to ensure information is accessible including: • Zones of Regulation • Large print, audio, and digital formats. • Pictorial or symbolic representations e.g., Widget. • External and internal signage. • Sign language e.g., Basic Makaton as required. • Choice boards, as required. • Social stories and comic book stories. Learner regulation plans are updated regularly and followed by all staff incorporate the best way to communicate with the learner. • Learner council feedback. • Interactive whiteboards. • Staff training in autism and PDA strategies. • Weekly 'spotlight' in briefing on a specific learner's needs and the strategies that have a positive impact.	SENDCO, Tutors/Learning Support Assistants	Ongoing - Part of the moderation cycle in school New learners' assessment on intake and needed adaptations therapies and support is put in place within 3 weeks of starting.	Learner voice feedback shows confidence. Personalised targets met. Staff training identified and completed. Regular updates and use of IEPs to link with learners' individual's needs.
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		• Use of trauma-informed terminology when connecting with learners.			
Family Engagement	Build strong partnerships with parents/carers.	Improved communication such as: • Use of Word or SWAY for newsletters, which can be read aloud, for communication ease. • Invitations to families to open days, sports days, talent shows, community events etc. • Weekly phone calls home from the tutor to keep informed and updated • Surveys for learners and parents are used as a tool to communicate feelings about learning. The pastoral team will support and help parents to access information and complete school forms. We will provide information and letters in clear print in "simple" language. Share resources and home strategies. Provide regular progress reviews. Learner voice, via the school's Learner Council, together with the learner and parent surveys used as tools to gather feelings about the school and learners' progress.	SENDCO, SLT, Teachers, admin	Ongoing – as part of the termly analysis and reviewed the parent voice	Increased parental confidence and engagement. Positive feedback from parents and learners.
Policy and Monitoring	Ensure the trauma-informed strategies are embedded in school policies.	Review curriculum, assessment, and inclusion policies. Annual review of plan with the governance team (Directors).	SLT, Governance team (Directors)	By End of 3 rd year Annual Review	Fully trained school staff with 1 trauma informed specialist in school.

3. Long-Term Goals (3-Year Roadmap)

- Year 26-27: Strengthen the quality of teaching through a robust quality assurance system that supports the gaps and maximises the strengths within the staff force. At least one member of SLT to complete the TIS Diploma.
- Year 28-29: Full integration of trauma-friendly teaching strategies via staff training and curriculum and policy review.
- Year 30-31: School accreditation/recognition as a trauma-informed school, culture of inclusion embedded, regular learner-led reviews to sustain progress.

4. Monitoring and Review

- Reviewed by: SENDCo and Senior Leadership Team.
- Frequency: Annually (with mid-year progress checks).
- Stakeholder Involvement: Learners, parents, staff, Melrose Central Office governance, and School Community Board.
- Evaluation Methods: Surveys, learner progress data, classroom observations, and feedback from families.