



LONG FIELD
SPENCER ACADEMY

THE PRIORITIES FOR THIS YEAR

To continue to remove barriers to ensure all students can access a full education

To continue to develop teaching and learning

Special Educational Needs and Disability (SEND) Information 2026-2027

Objective	Planned Action	Timescale	Actioned by	Monitored by	Sources of Evidence & Impact
Physical Access					
Facilities and site requirements of the Disability Discrimination Act 2005 and cater for all areas of disability (to cover Cognition and Learning, Communication and Interaction, Social and Emotional & Physical and Sensory)	Review actions for accessibility audit Conduct annual accessibility plan	TERMLY	SENDCO and Site	SENDCO and Principal	Accessibility audit records Service records of equipment e.g. evacuation chair Training records
Parents/carers/visitors have access to disabled bays during school hours and afterschool events e.g. parents' evenings	Ensure bays are clearly labelled and are unobstructed	Checked annually as part of the facilities audit	Site/audit team	Site team Car park duty team	Parental feedback, evaluations of whole school events
The first floor of the Hampson building and LRC is accessible to all Treehouse/Cottage accessible to all	Lift use to be monitored and maintained. Evacuation chairs to be maintained and kept at the top of the stairs with key staff trained and PEEPs in place Buildings renovated to ensure accessibiity	Annual and on-going	Site team/EVERY as part of the Health and Safety audit	Principal	Training records

Emergency Access					
Disabled students and adults to be able to leave the building safely in an emergency	Personal Emergency Evacuation Plans for students and staff in place where needed	Annually – once new admissions are confirmed and when new members of staff are employed	SEND/Finance Team	SEND/Principal	File with PEEPs, inclusivity audit showing fire exits visible and accessible
During unavoidable closure all students and adults to be able to leave the building/site safely	No student to leave without contact with an appropriate adult being secured. Student records checked and updated	Annually	Data officer	SEND/Principal	SIMS records
Curriculum Access					
All students have access to a broad and balanced core curriculum with alternative pathways (where appropriate) and fully engage with school life (enrichment and clubs)	Students with an SEND have the same timetable options/curriculum options as their peers	Curriculum reviewed annually in meetings with the Principal and termly with Line Managers	Annually following examinations review	Curriculum Directors/Principal	Schemes of work identifying the core schemes that ALL students follow, knowledge and skills are then scaffolded upwards. SEND Progress data. Destination data
To continue to remove barriers to ensure all students can access a full education	Reasonable adjustments made as when needed including access arrangements	Periodically	All teaching staff and teaching assistants	SEND/T&L Lead	SEND and Access Arrangements records
	EHCP section F mapped out and legal obligations met Students on SEND register	Update following annual review	SEND/LA/Parents/student	SEND	Copies of weekly update Pupil passports

	have something different or additional in place Student updates and strategies available on ARBOR Pupil passports to INFLUENCE what happens in the classroom	One page profiles to act as SEND plans and reviewed termly	SENDCO		used in lessons having a positive impact in terms of
SEND not to be a barrier to participation and all students to benefit from full engagement with school life	Enrichment days and extra-curricular activities to have appropriate adjustments in place so SEND is not a barrier to participation and all and fulfilment promoted Attendance tracked and students proactively targeted to attend	Enrichment days – 5 times a year and other trips and events as per the school’s extra-curricular calendar	All teaching staff and teaching assistants	SENDCO/Principal	Records of participation across Enrichment days and clubs registers -when there are key events across the school year a
SEND Profiles used to assist teachers and assistants to plan and deliver	Profiles made available and easy to access for staff which outline concerns and provide suggestions for learner support. These profiles to support staff in understanding student need and will enable school to build a holistic understanding of student need	Reviewed termly and updated	SENDCO/operational SENDCO/Teaching Assistants	SENDCO	Copies of profiles Student voice/parent survey to ensure appropriate information is captured.
Curriculum celebrates diversity in terms of	Achievements celebrated in assemblies/rewards	Appropriate assembly slots	SENDCO and Heads of House		School displays, rewards

SEND – encourage and promote positive behaviour	assemblies/Fruity Fridays/House Points Themed assemblies e.g. Dyslexia Awareness Week to raise the profile of SEND Tracking of points and awards				assemblies, use of social media – case studies
Quality First Teaching/WAVES where appropriate	Whole school QA to show needs of SEND being met e.g observations, learning walks, book scrutiny, pupil voice – students this accessing the best possible teaching. Bespoke interventions in place – carefully selected and delivered to complement high quality teaching. Specialist support sought from trained professional where appropriate	Whole school QA cycle -observations (and more where deemed necessary) Interventions planned and reviewed as per assess/plan/do/revie w cycle and based on assessing individual students' needs Following assessment of student needs	Teaching staff, Curriculum Directors and Senior Leadership Team	Principal	Teaching and Learning Quality Assurance reports Data analysis reports – produced by Curriculum Directors 3 times a year Specialist reports and actions with evaluations of impact
Teaching Assistants to supplement classroom teaching	Teaching Assistants not used as an informal teaching resource particularly for low-attaining students Teaching Assistants to provide explicit instruction, scaffolding support and help foster independence amongst students All assistants to be fully	Reviewed as part of the Teaching Assistant QA cycle	SENDCO	SENDCO/Principal	QA reports CPD records Observation and learning walk records – at the start of the term a CPD event for TAs was held where expectations were shared

	involved in the classroom and deliver 1-1 or small structured sessions where appropriate and develop their own knowledge around SEND areas				Appraisal targets measured against gathered evidence
Development of Quality First teaching	Students with SEND have access to high quality teaching in the classroom – supported by assistants where appropriate. Use of CPD to develop whole school practice – SEND CPD mapped out in whole school CPD plan SEND Updates implemented	On-going	School Leadership Team	SENDCO/Principal	Whole school QA processes CPD records CPD plan for each academic year with SEND development mapped
Teaching Assistants to develop knowledge SEND specialism	Teaching Assistants to follow a bespoke learning pathway focusing on a specific SEND and become experts in this area – outcome to enhance the school's SEND provision including ELSa	On-going	SENDCO	SENDCO	Appraisal objectives and reviews CPD records and evaluations – TAs are starting their bespoke training from September 2022 and following a specialism of their choice
Access to Information					
Inform parents of SEND events, training, guidance and	Termly SEND coffee afternoons including a new Year 6 specific event,	Termly for coffee mornings	SEND administration assistant and SENDCO	SENDCO	Coffee morning attendance records and

information	invitations sent out, referred to in Head's weekly parent email				feedback minutes -
Long Field Academy website can be accessed by disabled people	Review website Seek user feedback	On-going	IT staff and office staff	Principal	Feedback records
Correspondence available in preferred format	Provide translation service for letters sent out	Checked annually when website is reviewed	Office and IT staff	Principal	Update Website to allow for language change and letter too
All students, staff, governors, parents are aware of the 3 year accessibility plan	Finalised plan on school website, shared with staff and presented in FGB	Plan reviewed and monitored termly and updated every 3 years	All stakeholders should contribute to the plan	SENDCO/Principal	School website Meeting minutes – plan published on the school website and updated versions will be published too