



SENDA THREE YEAR ACCESSIBILITY PLAN (01.09.2024 - 31.08.2027)

This policy applies to all members of our school community including those in our Early Years setting

The School is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document.

Tranby – East Yorkshire seeks to implement this policy through adherence to the procedures set out in the rest of this document.

This document is available to all interested parties on request from the main school office and should be read in conjunction with the following documents:

- Admissions Procedures
- Curriculum Procedures
- Equal Opportunities Policy
- SENDA
- Premises Accommodation Statement
- The SEN Inclusion Policy

This document is reviewed annually by Ms Frances Burt, or as events or legislation change requires.

SENDA THREE YEAR PLAN	
Reviewed by:	Ms F Burt (Senior SENCo), Mrs S Stokes (Prep Learning Support) and Mr S Brett (Director of Commercial Operations)
Date of last review:	November 2025
Approved by:	Local Governing Body
Date of approval:	November 2025
Reason for changes:	Review
Next scheduled date for review:	September 2026

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POLICY STATEMENT

Tranby – East Yorkshire has written the following SENDA plan in accordance with the Special Educational Needs and Disability Act (SENDA) 2001 and the Equality Act 2010. The School acknowledges its duty towards pupils, staff, parents, Local Governing Body, and members of the wider community who have a disability. Where pupils or prospective pupils are concerned. The School acknowledges its non-discrimination and planning duty under the Equality Act 2010.

1. Tranby – East Yorkshire is a selective school. Admission is based on an assessment test, school report and interview with the Headmistress.
2. Extra-curricular activities are a central part of the School's philosophy.
3. The School asks parents/guardians to complete the Registration Forms and to disclose whether their child has a disability, special educational need, or medical condition. The parents/guardians will then receive a policy and form in respect of a prospective pupils requesting further detailed information about their child.
4. The School recognises its responsibility to ensure that pupils with a disability are not treated less favourably.
5. In assessing any pupil or prospective pupil the School may take such advice and require such assessment as it deems appropriate. Subject to this, the School will be sensitive to any issues of confidentiality.
6. Where it is practicable to make reasonable adjustments based upon the information given and advice received, to enable a prospective pupil to take up a place at the School and provided the pupil satisfies the admissions criteria outlined above, the School will take reasonable steps to avoid putting pupils with disabilities at a disadvantage in matters of admission and education.
7. This plan will outline how the School will;
 - Improve the physical environment including the provision of physical aids to access education.
 - Make improvements in the provision of information. This includes planning to make written information that is normally provided by the school to its pupils available to pupils with disabilities i.e., handouts, timetables, textbooks and information on school events.
 - Increase access to the curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in after school clubs and school visits. The plan will include short-, medium- and long-term targets.
8. To provide access for individual pupils, the School is required to make 'reasonable' adjustments. Examples of what would be considered reasonable and unreasonable are provided in this plan.

BACKGROUND TO THE ACCESSIBILITY PLAN

The School's layout and facilities

1. The ground floor of the Prep School is wheelchair accessible but not the first floor.
2. The Senior School consists of old buildings and new buildings. Buildings opened after September 2005 have lift access and are accessible to wheelchair users. This includes access to Science Labs, Design & Food Technology areas, ICT suites and Art Studio, Independent Learning Centre and sixth form facilities. In the older buildings pupils move between classrooms often up steps and stairs in areas without lifts.
3. The games fields and sports pavilion are adjacent to the main building and are accessed by the walkways within the grounds.

A pupil with restricted mobility is likely to be put at a disadvantage by these problems. A pupil with severely restricted mobility may be unable to access some of the education and recreational facilities that the school offers, particularly in the Prep School.

Wherever practicable, in line with the Disability Policy the School will make reasonable adjustments to the timetable to allow children with restricted mobility to attend accessible parts of the school.

ACCESSIBILITY PLAN

In order to comply with the Equality Act, the responsible body must implement the accessibility plan and allocate adequate resources.

1. The School will review this plan on an annual basis by the responsible body and will be revised if necessary. The responsible body will ensure that the plan is implemented and will monitor and evaluate:
 - 1.1 The effectiveness of action taken in the previous year
 - 1.2 Relevant targets for the next school year
 - 1.3 Responses to any further legislative changes
2. The School will make a log of all reasonable adjustments and it will be available to interested parties.
3. Any improvements are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

INCREASING THE EXTENT TO WHICH SEN PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM *(see Teaching & Learning Adjustments Document)*

1. The School will ensure that the Teaching & Learning Adjustments document is used when necessary throughout all its departments. Support will be provided by the SEN Coordinator.
2. Further consideration needs to be given to the teaching of practical subjects to pupils with disabilities. Where a pupil has any form of disability there is a requirement to carry out a Risk Assessment of the activities not only for the benefit of the disabled pupil but for others that may be affected by his/her acts or omissions.

In Science for example, a low workstation with services may be required.

Classroom entrances should not be cluttered with furniture or equipment.

All class teachers need to consider in advance SEN pupils being in school, for example, where the pupil is to sit (usually near the front) and to pre-allocate a suitable cupboard/drawer/work area.

Of the school's fleet of six vehicles, four have wheelchair access and have no restrictions on driving. The school coach companies can supply coaches with wheelchair access if that is required.

School visits need to be planned to take account of SEN pupils. This may require finding a suitable alternative venue.

3. Where physical access to the site is difficult for a prospective pupil, the school recognises the need to be proactive in enabling such access. Accordingly, pupils with relevant disabilities will, where practicable, be:
 - a) placed in ground floor classrooms, laboratories, art rooms, language labs so that it is convenient for physical access
 - b) placed in a form room or tutor group that is most convenient for physical access
 - c) given priority in the writing of the timetable with regards to accessible rooms and set allocations.

IMPROVING THE DELIVERY OF INFORMATION TO SEN PUPILS

1. On request the School will arrange for documents to be provided to prospective parents who have SEN in a format that will meet their need.
2. All school documents will be available in large print format on request.
3. The School will continue to provide INSET for all teachers in order to support them in better communication with pupils with SEN.
4. The School will plan over the next five years to invest in classroom technology to better facilitate communication to pupils with SEN, specifically:
 - a) to enable clear provision of images and text in a large, printed format
 - b) to enable the use of high-quality audio/visual materials

- c) to enable the easy dissemination of printed handouts of appropriate clarity.

IMPROVING THE PHYSICAL ENVIRONMENT OF THE SCHOOL

1. Car park access:

The School has three disabled parking spaces close to the front of the building which can be used for access to the Senior and Prep School entrances.

2. Entrance access:

The School is committed to ensuring that all pupils, including those with special needs, may enter and leave the school in safety and comfort.

Prep School – has one main entrance access for the wheelchair users.

Senior School – has two main entrances (Bus Bay Doors and Senior Admin Door) that can be accessed by wheelchair users.

The bus Bay Doors are big and heavy and would require some form of assistance with opening for wheelchair users. The Senior Admin door has an opening assist device.

Bright visibility strips have been added to the corners of the steps outside the Reception classroom and external steps near bus drop-off point to improve visibility.

3. Prep School:

Access to the Prep School is on the ground floor level.

There is no lift in this section of the school. There are stairs at both ends of the building which make it difficult to make the upper floor wheelchair accessible without significant building work.

There is now a disabled toilet near the Radcliffe Hall by the doors to the Prep School.

4. Senior School:

There are two lifts providing access to the first and second floors in the main school and the Wilberforce Centre. Evac-chairs are provided to assist emergency evacuation for wheelchair users. Annual refresher training is planned for staff in their use, this should also include the use of the para-chair upwards from the sports hall.

There are six disabled toilets throughout the Senior School, these are located across the ground, first and second floors.

The Headmistress office is on the ground floor level.

The pupil entrance now provides access to the School with opening assist devices.

Wash down facilities and disabled toilets are available in both the boys and girls changing areas.

Science, DT, Food and ICT rooms may need to have lower-level benches for any pupil in a wheelchair or the equivalent e.g. a lower freestanding table. (Long term target)

SHORT TERM TARGETS (1 Year)	
1. Staff Training Autistic Spectrum Condition (ASC) and ADHD training is being delivered on both schools and practical department heads may require assistance/training in their risk assessments for pupils with disabilities.	Refresher training is delivered annually
2. Staff training on Evac Chairs	Refresher training is planned annually

MEDIUM TERM TARGETS (2-5 Years)

1. School minibus – any further replacements will be compliant with disabled access.	When needed. New accessible vehicles were purchased in 2025.
2. Continue to improve use and availability of assistive technology for pupils with SEND.	2026
3. Recognise requirements for exam facilities for mobility restricted students	Reviewed annually for exam cohorts. Alternative rooming can be arranged

LONG TERM TARGETS (> 5 Years)

1. Monitor requirements for hearing/visual/mobility impaired pupils as they progress through the school	Speakers/large print in Seniors. Step-free access in Prep and Seniors may be needed
2. Science, DT, Food and ICT rooms to have lower-level benches	

Any required improvements are determined after taking account of the pupils' disabilities any preferences expressed by them or their parents.