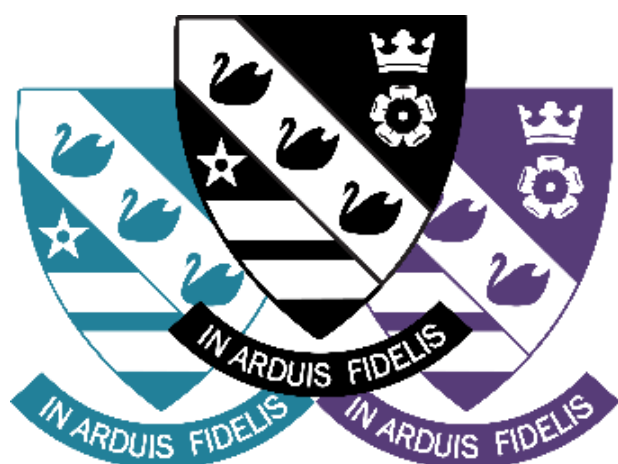


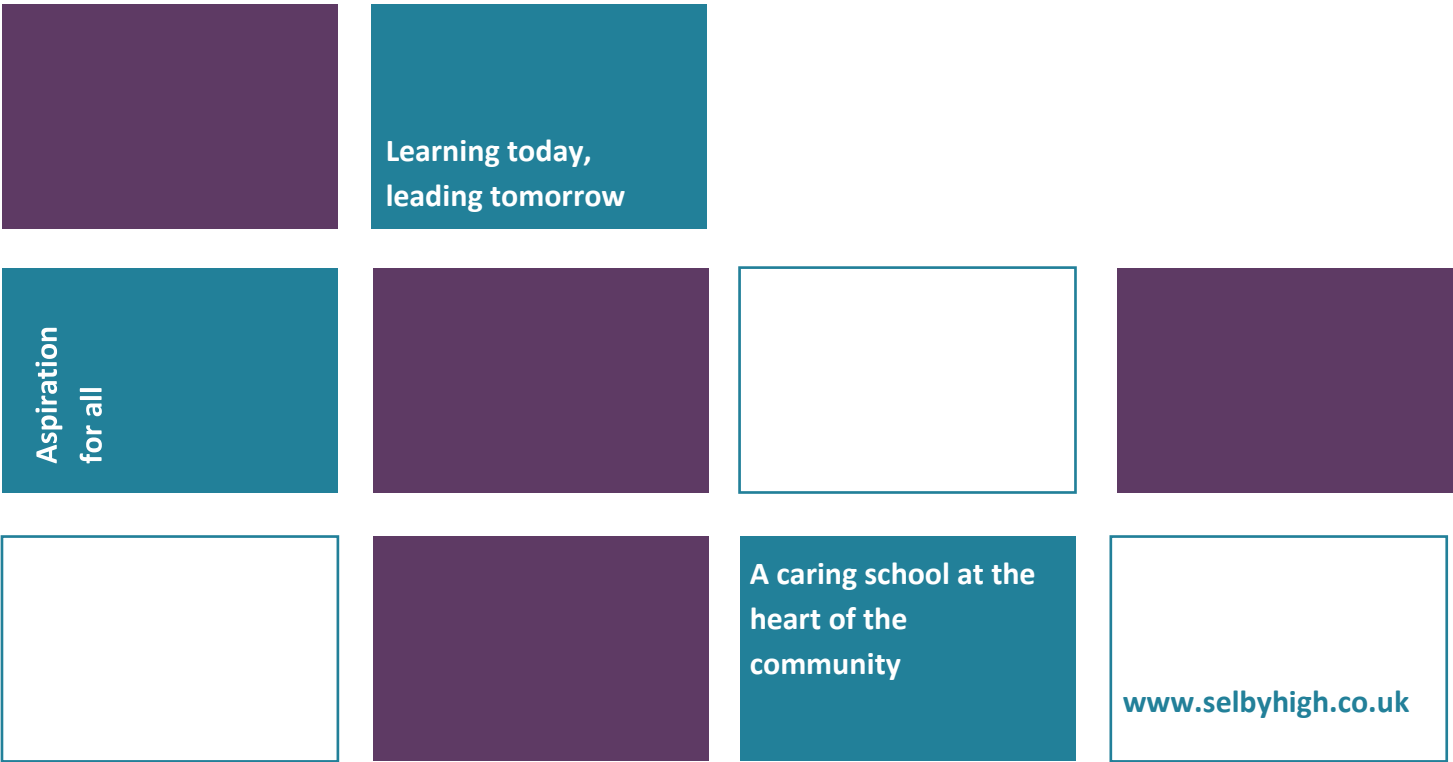
SELBY HIGH SCHOOL

SPECIALIST SCHOOL FOR THE ARTS AND SCIENCE

ACCESSIBILITY PLAN – SEPTEMBER 2026



Date: Sept, 2026
Signed: Andy Reed
CofG: Andy Reed
Renewal: Sept, 2029



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ACCESSIBILITY PLAN– SEPTEMBER 2026

Statement:	Accessibility plan
Approved:	October, 2026
This statement will be reviewed:	Annually
This statement will be fully updated:	October, 2029
Governor committee responsibility:	Full Governing Body

The accessibility plan is an important part of the school's drive to ensure equality of opportunity for all stakeholders. The DFE guidance requires that the plan is:

- Reviewed and reported on annually and drawn up/updated every three years. (We report annually as part of the Equality Update.)
- Approved by the governing body, who are free to delegate this to a committee of the governing body, an individual governor or the principal.

Additionally, where disabled pupils are placed at a substantial disadvantage, schools must consider whether any reasonable adjustment can be made to overcome that disadvantage. This must be done within a reasonable time and in ways which are determined after taking account of the pupil's needs and any preferences expressed by them or their parents.

Please follow this [link](#) for the most up to date technical guidance on the requirements of the 2010 Equality Act, including detailed information about discrimination, from the Equality and Human Rights Commission.

Vision

Selby High School is committed to providing an environment and curriculum that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

We have an absolute commitment to working with young people, their parents and carers, and other professionals where appropriate, to ensure that reasonable adjustments and accommodations are considered and implemented when requested, or when a need is identified in school.

The school is dedicated to actively identifying and supporting the needs of disabled pupils, staff members, and service users. In alignment with our public sector equality duty, we do not just react to current needs, but actively anticipate and plan for potential future accessibility requirements.

Accessibility Plan Aims

This document will use the term "disabled students or staff", emphasising that it is the environment and actions of an organisation that "disables" people's ability to fully take part in activities. By making adjustments, any disadvantage can be reduced.

The school does everything possible to provide an outstanding education to disabled students following the principles set out below:

1. The school will provide students with the appropriate facilities and support to enable them to be fully integrated in all aspects of school life. The school will not treat any student less favourably than others and will put in place reasonable adjustments to ensure the full participation and integration of disabled students.

2. Students will be given appropriate support from staff to enable them to have equal access to the curriculum. Individual needs will be considered and addressed by all curriculum areas in collaboration with the SENCO and an SEN Support Plan and Passport, or Healthcare Plan, drawn up on an annual basis. Where appropriate, relevant risk assessments will also be drawn up.
3. The needs of disabled students will always be taken into account in the design, structure and flexibility of teaching methods and delivery, and when there is any change to the building or the way the school is organised.
4. The school recognises that special arrangements may be required to enable disabled students to exhibit their capabilities and knowledge. The school will follow guidance set out by JCQ to ensure that all students can access examinations. Students and parents will be made fully aware of the process for making special arrangements for assessment and examinations by the SENCO in liaison with specific curriculum area leaders and the school's Examinations Officer.
5. Any support that is provided will be clearly shared with staff, so that they know how best to support students.

Creating an environment where neurodiverse students thrive

There are many ways that adjustments and accommodations can be established in school to make neurodivergent students' access to education more equitable with their peers. This may mean adapting expectations, changing the environment or providing extra aids.

All school staff understanding neurodiversity- and the different ways in which neurodivergent students might experience the world- is an important baseline.

As part of our accessibility plan, we will ensure that attendance and behaviour policies, including policies around exclusion, are checked to ensure that they are inclusive of all students and to make sure that a pupil is not being reprimanded and disadvantaged for example, for behaviours relating to autism.

We will ensure that any interventions or therapies are neuro-affirmative and do not seek to make a person appear more neurotypical, e.g. not teaching to make eye contact, reduce stimming, sit still, or withhold sensory needs.

Selby High School is opening a Targeted Mainstream Provision for Communication and Interaction, and aims to continue to develop the best practice in this area, and be a centre of expertise and excellence in due course.

Priorities for 2026-2029

- To continue to promote the idea of Embracing Diversity, promoting understanding of disability, and empowering all members of our community.
- To continue to review the site annually in conjunction with the equality walk through team and Health and Safety Committee, addressing any concerns promptly.
- To ensure all improvements to the school building take into account the needs of all disabled users, including appropriate signage to facilitate ease of access into the building by disabled parents, carers, guardians & visitors
- On-going development in the following areas between 2026 and 2029
 - Embed our Inclusive Practice Expectations (previously SEND Non-negotiables)

- Continuing to develop whole school understanding of neurodiversity, ensuring that policy and practice are developed so that neurodivergent people can thrive in school. All school initiatives will be planned with the needs of every member of the school community.
- To provide on-going training for staff in relation to specific needs around accessibility and how to support students within the classroom.
- Curriculum delivery: Careful consideration to how we design and use learning spaces, to make them more inclusive.

The Accessibility Plan, 2026-2029

Our Accessibility Plan is built around three core aims:

1. Increase the extent to which disabled pupils can participate in the **curriculum**
2. Improve the **physical environment** of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and
3. Improve the availability of accessible **information** to disabled pupils.

We have added an additional aspect, to aim to make Selby High School a great place for disabled staff to work.

Increase the extent to which disabled pupils can participate in the curriculum		
Short Term	Medium Term	Long Term
<u>Actions</u> Ensure that an individual plan is in place to secure full curriculum participation for disabled students, that all staff are informed and that appropriate roomings are assigned (ELO w JM) Where relevant, diagrams are described and projected slides read out loud. Copies of slides and diagrams available to students/PCGs (ELO) Where relevant, ensure suitable tools are provided such as wobble stools, resistance bands, or discreet fidget tools across all departments. (ELO) Deliver evidence-based Continuous Professional Development (CPD) focusing on executive function support, avoiding demand-avoidance triggers, and sensory profiles. Autism training for all staff (ELO) Ensure that all staff are informed through SEND updates and	<u>Actions</u> Embed Inclusive Practice Expectations for teachers (JCM w ELO) Ensure that any update to the ICT facilities, including furniture related to this, take full account of the needs of disabled students. (JSm with CSm) Develop ways to make PE more accessible for disabled students within the school, through individualised programmes (DKB) Audit staff knowledge of issues related to disabilities with a view to develop specialist staff key areas. (ELO) Disabled staff and students to have equal access to trips and visits, and additional curriculum activities (DKB)	<u>Actions</u> As the school continues to grow, due attention needs to be paid to class sizes/rooming to ensure that disabled students can access all areas of the curriculum (NHi)

briefing about the needs of specific students (EL)		
Continue to embed Whole School Thrive Approach through training (GS)		
<u>Success Criteria</u> 100% of disabled students make progress in line with school expectations, checked through Arbor Reports. Attendance of disabled students is in line with national averages, checked termly. 100% of disabled students' families attend all three SEND Review meetings and they and their families report satisfaction with school actions, checked termly. SENCO can provide impact details of relevant training sessions. PE has clear evidence of impact of adjustments made to the curriculum (checked annually) Plans for trips and visits/ Activities Week, show equal access for disabled staff and students. Ready, Steady, Learn resources well adapted for all users.		<u>Timescale</u> Reviewed annually Weekly update available; Termly Report Reviewed annually Reviewed annually Reviewed annually Reviewed annually
Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.		
Short Term	Medium Term	Long Term
<u>Actions</u> In line with Inclusion Strategy, review classroom design and display, with a view to reduce sensory overload, and propose a more consistent inclusive classroom strategy (JCM/ ELO) Put in plans on an individual basis to ensure easy movement of disabled students round the building. (HCa w ELO) Ensure new purchases for the TMP and Step Room take account of the needs of disabled students (SJ) Set up a supervised "Quiet / Low-Stimulus Zone" during break and lunch times. (ELO)	<u>Actions</u> Look at the feasibility of fitting a platform stair lift to replace the current seated stair lift to access the IT suite. (JN) Fit a hoist in the accessible WC in the sports hall but we also need an accessible WC within the main building and identify a suitable space for an additional accessible WC approx. 12 m2 (approx. 3 m x 4m). (JNe) Look at fitting a height adjustable cooker and sink within one of the Food Tech/Cookery rooms. (JNe) Install at least one height-adjustable desk and specialized science lab sink in practical blocks. (JNe)	<u>Actions</u> Ensure that any new school transport arrangements are fully appropriate for disabled users. (HCa) w North Yorkshire Council Integrated Transport Team. Look to build further links with external organisations to extend facilities for exercise. (NHi) Annual building developments, and changes to routines to consider potential impact on disabled students. Changes to the site to be put in place in line with school budget plan, such as repairing unsuitable surfaces. (NHi and HCa) Review appropriateness of the school's environment at termly H&S Meeting, and during annual Equality Walk Through. (NHi)

	Ensure rooms continue to be adapted for disabled users including new Classroom facilities. (NHi with JNe)	
Success Criteria Update on specific medium term aims updated to governors through annual report Equality Learning Walk report shows identified actions completed H&S Minutes show evidence of consideration of disabled needs. Evidence can be provided of plans put in place to improve access for disabled students (see examples below), checked termly. As a result of staff audit, the number of staff with specialist knowledge increases each year. All plans related to room changes show consideration of improvements for disabled users (checked annually)		Timescale Reviewed annually Reviewed annually Reviewed annually Reviewed annually Review annually Review Annually

Improve the availability of accessible information to disabled pupils.		
Short Term	Medium Term	Long Term
Actions Ensure sufficient time is made available for preparing resources for example, for visual impairment (NHi & ELO) Widen the use of Widget, including for producing resources such as timetables that students can better understand. (ELO w VBO) Ensure that the Inclusion Strategy/ SEND Information Report is updated on an annual basis, and that stakeholders are aware of it. (NHi) Ensure that all signs around the school communicate information clearly and effectively (JNe) The three annual SEN review meetings to be used to share information and gather feedback to make further improvements. (ELO)	Actions Further develop resources to support disabled people on the school website, to provide an outstanding platform for information. (ELO) Ensure that the development of the school's website, and other information systems are easily accessible by disabled students (NHi w PLo) Where a need is identified, provide advance social stories and visual itineraries for off-site trips. (VBO and team) Audit the school website to ensure alignment with WCAG 2.2 accessibility standards . (PLo) Mandate that all parent/staff emails and newsletters use sans-serif fonts (e.g., Arial), clear headers, and feature screen-reader alt-text. (NHi and team)	Actions The school to be a beacon of good practice around accessible information. (NHi) Continue to ensure that marketing and promotion of the school and communication home takes account of the needs of disabled students (NHi w PLo)

Ensure meeting papers are accessible to users with visual impairment (NHi)	Supplement key written notices (e.g., options evening info, transition guides) with short, captioned videos or easy-read, pictorial formats. (NHi)	
Success Criteria SEND Report fit for purpose regarding disabled students following external check, checked termly. Developments to the website and other information systems are easily accessible to disabled students; significant year on year developments can be evidenced on the website, checked annually. Equalities walk identifies clear signposting around school. Evidence available that letters home take account of the needs of disabled users. Meeting papers demonstrably take note of users' needs.		Timescales Reviewed annually Reviewed annually Reviewed annually Reviewed annually Reviewed annually

4. Supporting Disabled Staff

Priority: Fostering a supportive workplace culture that proactively removes barriers for disabled employees.

Target / Objective	Action & Strategy	Responsibility	Timeframe	Success Criteria
Formalise Reasonable Adjustments	Implement a confidential "Workplace Adjustment Passport" scheme to document and guarantee agreed-upon employee adjustments across line management changes.	NHi w HCA	Year 1 (Spring)	Disabled staff feel legally protected and consistently supported without re-explaining needs.
Optimise staff workspaces	- Provide ergonomic assessments, voice-to-text software, specialised seating, or dual monitors where required. - Review staff room layout to ensure wheelchair accessibility and proximity to accessible parking.	NHi w HCA	Year 1 (Ongoing)	Workspace adjustments are fully implemented within 30 days of an assessment request.
Flexible working and	Plan timetables to reduce the physical distance between	NHi w JN	Year 1 (Summer for next cycle)	Retention of disabled staff increases; absence rates related

pacing patterns	consecutive lessons for staff with mobility issues. • Consider flexible deadlines for administrative tasks or hybrid options for training days.			to unmanaged workplace barriers drop.
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Examples of changes and adaptations that have been made to support disabled students:

- Chromebooks, and where necessary laptops, for students with physical difficulties
- Reading Pens and reading software for students with dyslexia
- Room audit undertaken with Hearing Impaired Service to identify rooms with suitable acoustics for hearing impaired students
- Provision of some height adjustable desks to aid learning for wheelchair users
- Signage to disabled parking and reception staff trained to ask if visitors require assistance to get from the car to reception
- Doors pinned back on magnets on most corridors to facilitate unhindered movement along corridors (additional doors added in last 3 years)
- Relocation of items e.g. bins, on corridors to facilitate easier movement around the school building
- Resurfacing of some outside areas to provide a smooth surface
- New areas of the building with steps continue to have a visibility strip put on the edge
- Support staff learning Braille to facilitate a student working independently
- Documents for class use prepared in Braille supported by tactile diagrams, graphs etc as required
- Trip hazards both inside and outside of the school building identified and altered/repared
- Chair lift fitted to enable access to the Hemingway Suite
- Private showering cubicles in the Eckersley Centre
- In addition to the male/female changing rooms unisex changing rooms which are also suitable for disabled access are be available
- Overlays and Coloured Books - to assist students with visual impairment and dyslexia
- Resurfacing of concrete area to the rear of the Servery with tarmac overlay to give even surface.
- Termly repainting of external stair edges for increased visibility
- Removal of light switches in corridors to ensure suitable lighting at all times for visually impaired students.

Curriculum – The Current Position

We believe that we have made good progress in the following areas:

- The development of specialist TA support for Autism and Dyslexia
- All staff are aware of individual needs through Arbor; SEND needs are clearly outlined in Staff Planner and SEND Inclusive Teaching Expectations have been put in place
- Advanced planning for students based on information from primary partners, NYCC specialist staff and transition meetings
- Liaison with external services and agencies regarding individual pupils (physical, sensory, behaviour)
- Providing tiered WAVE intervention, including for safeguarding, mental health and behaviour support
- Ensuring that Access Arrangements are made for external examinations for identified students (extra time / reader/ scribe, laptops etc.)

- Disability sports played by students as part of their school curriculum
- Work is adapted so that it is accessible to all students together with using a range of teaching methods and styles to facilitate access for all students – e.g. appropriate use of language; questioning techniques; pair work; group work.
- A range of intervention programmes are available depending on need.
- Strong partnerships developed through the Selby Locality Board.

Appendix 1: Definition of Disability

The definition of disability under the law is a wide one. Under **Section 6 of the Equality Act 2010**, a disabled person is someone who has a physical or mental impairment that has an adverse, substantial, and long-term effect on their ability to carry out normal day-to-day activities.

The scope of this definition is broad and covers a diverse range of needs:

- **Sensory & Physical Impairments:** Including Hearing or Visual Impairments, Cerebral Palsy, Muscular Dystrophy, and conditions causing incontinence.
- **Neurodivergent Conditions & Learning Disabilities:** Including Attention Deficit Hyperactivity Disorder (ADHD), Autism, Down's Syndrome, Hydrocephalus, and severe Dyslexia.
- **Mental Health:** Long-term mental health issues such as severe anxiety, depression, and diagnosed eating disorders (where they create a substantial daily impact).
- **Progressive & Deemed Medical Conditions:** Conditions like Cystic Fibrosis, severe Asthma, Diabetes, Epilepsy, and Sickle Cell Anaemia. Individuals diagnosed with Cancer, Multiple Sclerosis (MS), or HIV are legally deemed disabled and protected **from the exact day of diagnosis**.
- **Physical Attributes & Associated Impairments:** Severe facial or bodily disfigurement is automatically included. While conditions like gross/morbid obesity are not stand-alone disabilities by law, they are covered if they result in an underlying physical or mental impairment that restricts daily activities.

Lifelong Protection for Past Disabilities

If a person has met the definition of a disability in the past, **they remain legally covered by the legislation for the rest of their life**. This applies even if they are fully recovered or in remission (for example, cancer survivors or individuals with a history of severe mental illness).