



Ludlow Church of England School Accessibility Plan

January 2026 – January 2027

Approved by	Local Governing Body
Date Approved	March 2026
Last Revised	January 2026
Review Date	January 2027

Introduction

The Equality Act 2010 came into force on 1 October 2010 and replaced previous equality legislation, including the Disability Discrimination Act (DDA). The legal duties remain broadly the same: schools must not unlawfully discriminate against pupils on the basis of sex, race, disability, religion or belief, or sexual orientation.

According to guidance from the Department for Education, all schools must have an Accessibility Plan in place in order to comply with the Equality Act 2010. As a school, we must ensure that we:

1. Carry out accessibility planning to remove barriers for disabled students.
2. Increase the extent to which disabled students can participate and achieve in the curriculum.
3. Improve the physical environment to enable disabled students to access the education, facilities, and services the school provides.
4. Improve the availability and accessibility of information for disabled students.

The school must also ensure that the Accessibility Plan is appropriately resourced, implemented effectively, regularly reviewed, and updated when required. Responsibility for resourcing, monitoring, reviewing, and revising the plan sits with the Local Governing Body (LGB).

Vision Statement

Ludlow Church of England School is committed to creating an environment that enables full curriculum access and values the contributions of all students, staff, parents/carers, and visitors.

Values and Ethos Statement - from 'Ludlow Church of England School (Instrument of Government) Order 1999'

“Recognising its historic foundation, the school will preserve its religious character in accordance with the principles of the Church of England, and in partnership with the Church at parish and diocesan level, and also with other local Churches. Mindful of its position as the only secondary school in its area, the school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, in both Christianity and other religions, and promotes Christian values through the experience it offers to all its pupils.”

The school will endeavour to meet the highest expectations of its students, parents and carers, as well as make the community proud. It will seek to achieve the highest standards of teaching and learning, whilst enabling its young people to follow interests outside of the curriculum. Committed to comprehensive education, we are passionate about the outcomes for all students, irrespective of personal circumstance, and, indeed, with particular reference to personal circumstance.”

Identification and Context

Most students' needs can be met through high-quality, adaptive teaching. However, some students require additional or different provisions. We maintain a register of students with EHCPs and SEND Support, following a graduated approach.

In line with the Code of Practice (2014), a child has Special Educational Needs (SEN) if they have a learning difficulty or disability that calls for special educational provision to be made for him or her. A child has a learning difficulty or disability if he or she:

- Has significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

As of January 2026, the school currently had 97 students identified on the SEND list. The progress of these students is closely monitored at least termly. We currently have 16 students with EHCPs, and their progress will continue to be monitored and evaluated annually through the annual review process, in addition to internal monitoring of progress, at least termly.

Consultation is an on-going process; in developing the Accessibility Plan, we have consulted with parents, the Local Authority.

- Our wide range and number of SEND students has given us access to parental/student views via the Annual Review system and parent feedback forms.
- SENCO availability at every Parents' Consultation Evening, (PTCE), and at additional meetings in line with the SEND Code of Practice, linked into Individual Learning Plan (ILP) reviews, has again given us wide access to parental/student views, as has our weekly Student Voice.
- Professionals' visits to the school, including the Educational Psychologist, Speech and Language Therapist and Occupational Therapists, have assisted us in reviewing our existing framework.
- Outreach work from MATI Outreach Service, especially in regards to ASD/SEMH students, has again influenced any development.
- Primary transfer meetings, via Annual Reviews for SEND students, have assisted us in reviewing our provision.

Monitoring of Progress

We monitor attendance, behaviour, academic progress, exam outcomes, participation, medical access, and parental feedback.

We already maintain a profile of SEND students on our database systems and use this to evaluate our strengths and weaknesses in addressing their need. Evaluation of this will be based on:

- Attendance data
- Behaviour/Achievement data

- Academic Tracking, including lesson sampling
- Exam success
- Ability to participate in the life of the school and uptake of this
- Ability to access special needs, such as medication
- Post 16+ placements
- Parental evaluation will be sought via PTCE, Annual Review contributions and ILP/EHCP feedback.

CPD will be linked into training need as identified from audits of staff needs via Appraisal, SEND lesson sampling and Area Review, and monitoring of use of ILP/EHCP.

Main Priorities

1. Increase curriculum participation.
2. Ensure maximum achievement.
3. Remove barriers.
4. Improve access to information.

Work already undertaken includes staff CPD, TA deployment, PSC provision, EAA coordination, improved physical access, and improved access to written information.

The CPD of staff to deliver the school curriculum and recognise the need of disabled students is supported by the LA and other SEND organisations via:

- SEND Specialist/local school network
 - CPD courses run by the Advisory Service
 - Intervention programmes
 - School Nurse availability
 - The Sensory Inclusion Service Enhance (with Targeted Youth Service)
 - Outshine Support
- TAs have been trained to support student access to the curriculum with different TAs specialising in different areas of need after receiving appropriate training; the effective deployment of them was recognised by Ofsted in 2025.
 - The Pupil Support Centre (PSC) offers an extension to mainstream access for students with inclusion concerns, within an alternative environment to mainstream classes and social time spaces; its work in this area was viewed as good practice by Ofsted.
 - Exam Access Arrangements are coordinated by SENCO to allow students maximum access to their entitlement.

- The ability of SEND students to access the curriculum is embodied in the SEND Department. This is done via Area Reviews, Weekly Student Voice (in which SEND students meet with the SENCO), Learning Walks and Work Scrutiny, Annual Reviews and ILP targets being met, referring to written reports, exam results and the monitoring of termly Learning Habit and Progress grades. Where problems arise with access, the SEND department pursues this with subject Heads of Department.
- In addition, HoH and SENCO staff, with the support of our Education Welfare Officer, monitor students' attendance/SEMH to identify where these are affecting curricular access and progress, and intervention programmes based on this are instigated.

Improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services:

Since September 2007, the school has developed the following:

- disabled parking and access to the school
- access to reception areas
- additional disabled toilets/shower and access to the classroom/play areas of the school
- wheelchair access to all areas, except D Block and upstairs in the Curriculum Centre
- appropriate classroom furniture
- B Block (English, Computing, Library, Reception) rebuilt to encompass latest design regarding door access, lift provision and spatial considerations.

Planning and Coordination responsibilities are shared between the Local Governing Body (), SENCO, SLT, Head of Operations, Site Staff, and Headteacher.

Accessibility Plan – Short-Term and Medium-Term Actions

Short-Term Accessibility Plan (0–12 Months)

Objective	Strategies & Actions	Responsibility	Resources	Timeframe
Increase curriculum participation for disabled/SEND students	Review and update ILPs; provide targeted staff CPD on inclusive teaching; strengthen adaptive teaching strategies.	AHT, SENCO, Subject Leads, All Staff	CPD budget, ILP system, staff time.	Months 1–12
Ensure effective intervention and academic progress tracking	Termly SEND reviews; personalised interventions; monitor impact through academic data.	SENCO, Heads of Department	Assessment data, intervention resources	Termly
Improve monitoring of SEMH and attendance barriers	Weekly student voice; EWO meetings; early identification of barriers.	SENCO, EWO, HoH & AHoH	Pastoral logs, safeguarding tools, attendance data.	Ongoing (Year 1)
Improve access to information for students with disabilities	Update ILPs; improve communication with parents.	SENCO	Formatting tools, communication systems. Opportunities to engage with parents.	Months 1–12
Strengthen physical accessibility awareness	Review classroom layouts; ensure accessible exam rooms; check signage and emergency procedures.	SENCO, Estate and Facilities Manager, Exams Officer	Site access checklist	By end of Year 1
Improve staff confidence in SEND provision	Audit training needs via send review form.	SENCO, AHT	Training providers, guidance materials	Year 1

Medium-Term Accessibility Plan (12–36 Months)

Objective	Strategies & Actions	Responsibility	Resources	Timeframe
Develop long-term curriculum accessibility	SEND curriculum audits; embed inclusive practices; expand intervention provision.	SENCO, SLT, Subject Leads	CPD, SEND networks	Months 12–36
Improve physical environment accessibility	Review physical access.	Business Manager, LAB, Site Team	Capital budget, LA support	12–36 months
Enhance access to digital and written information	Improve website accessibility; expand assistive technologies; train staff in accessible document creation.	SENCO, IT Manager, Admin Team	IT budget, assistive technology	18–36 months
Strengthen student voice and family engagement	Expand structured SEND student voice; introduce parent forums; improve communication methods.	SENCO, SLT, HoH and AHoH	Staff time, communication tools	12–36 months
Long-term review of SEND provision and outcomes	Annual review of plan; update STAP; improve data tracking systems using TES provision mapping.	SENCO, SLT, LGB, Headteacher	Data systems, reporting tools	Annual (over 3 years)

Accessibility Audit – January 2026

Feature	Description	Actions to be taken (including NA)	Responsibility	Timeline
Entrances	No steps to any entrance; there is an automatic door entry to all blocks except A Block.	See medium-term objectives.	SV/NS	September 2027
Reception area	Re-configured and refurbished Reception area; no hearing loop.	SV to liaise with the Estate and Facilities Manager regarding guidance and possible installation.	SV/NS	July 2026
Parking area	Fully accessible, with wide bays and designated spaces; non-slip paving present.	NA	NA	NA
Number of floors	Three blocks have two floors, with one possessing a lift; school would facilitate access to full curriculum and resources by creative timetabling.	Purchase 1 EVAC chair for block with the lift and provide associated training.	SV/NS	September 2026
Lifts	Lift in B Block and training complete.	Ongoing maintenance and training	NS	When required
Ramps	Access to PSC is via a ramp, and all other areas are accessible without encountering steps.	NA	NA	NA
Toilets	There are 3 disabled toilets (1 in B Block and 2 in C Corridor).	NA	NA	NA
Corridor access	Full width, no steps.	NA	NA	NA
Signage	Braille signage in terms of emergency exits.	NA	NA	NA
Emergency access routes	All routes open and are checked by external consultant; full access to muster points.	NA	NS	Ongoing
Pathways	All clear and accessible	NA	NS	Ongoing
Playing field/playground	Large grounds to rear of school and hard area, and two quads - all fully accessible and compliant.	NA	NA	NA
Classrooms	SSIPs in access, and specific teaching area	automatic lights in A and E Blocks?	SV/NS	July 2026
ICT Access/Library Access/Hall Access	Laptops available; 2 ICT rooms on ground floor, with lift to main ICT room (B4).	NA	NA	NA