Accessibility Action Plan 2026/2028 – with RAG Rating

Last Reviewed 17.06.2026

Overley Hall School recognises the importance of a robust Accessibility Plan in ensuring that all learners are able to access education equitably and meaningfully. As a SEND setting, the school is committed to removing barriers to learning by improving access to the curriculum, the physical environment, and information, so that provision reflects individual needs rather than disability. This plan demonstrates the school's commitment to inclusion, equality of opportunity, and compliance with its duties under the Equality Act 2010. It provides a clear and proactive framework for identifying, anticipating, and responding to the needs of learners, and supports continuous improvement to ensure that all pupils are able to engage, progress, and achieve their potential

Strand	Action	Specific (What)	Measurable (How)	Responsibility	Timescale	Success Criteria	RAG
Curriculum Access	SIP 1.5b, 2.8, 4.1a Further enhance transition processes for new learners	Structured transition process including EHCP review and creating a needs-based/EHCP impact risk assessment with the team going to be around the child	100% of new learners have a needs-based/EHCP impact risk assessment and EHCP summary	HT SENCO EMT Class team	Commencing Summer Term and ongoing from Autumn Term 2026	Reduced transition anxiety, quicker engagement. Greater knowledge of the child, the EHCP and readiness for placement to begin	
	SIP 2.1a, 2.8 Planning internal transitions & community access	Plan and support internal transitions in writing and creating an impact risk assessment for such moves/changes. These changes could include classes, staff, routines/timetables and transitions into the community	Transition plans in place for all identified pupils; community access at least termly	AH Class Teams	Ongoing	Further reduced anxiety; improved independence and confidence Impact RA – evidence of planning and impact	
	SIP 2.8, 4.1a.4.1b Further develop our offer of work	Further develop supported work experience and vocational learning opportunities for all KS4	All eligible learners access work-related learning annually	Careers Lead / SENCO	Summer Term 2026	Increased readiness for adulthood	

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	experience & vocational pathways	& 5 learners. Link to Pathways for Independence and Careers and Hobbies		AH – Sixth Form Head			
	SIP 2.8,2.3a, 1.5a, 1.5b, 1.8 Further develop transitions processes to alternative placements & colleges	Reinforcing structured transition planning for learners moving to alternative provision, post-16 placements or colleges by carrying out full audit of provision and support and ongoing Impact Risk Assessment	100% of leavers have a documented transition plan and multi-agency involvement. Impact Risk Assessment Full audit of provision	AH/HT / Careers Lead	Final year of placement	Smooth transitions; sustained and successful placement	
	SIP 2.1a, 2.1b Developmental, spiral curriculum model	Implement a curriculum that is developmental, spiral in approach, sequential and progressive, not a “best fit” model	Curriculum documentation reflects developmental bands and step-by-step progression	EMT HT Subject specialists	Autumn Term 2026 and then ongoing and further development	Curriculum accessible at all levels of need	
	SIP 2.1a, 2.1b Developmental banding	Use developmental bands (e.g. Immersive, Budding) aligned to ability and need rather than age	All learners allocated a developmental band with reviewed progress	HT Subject Specialists SaLT	Autumn 2026	Learning pathways accurately matched to need	
	Further develop sensory regulation opportunities	Planned sensory breaks and regulation activities embedded daily and further sensory needs plans introduced	Sensory strategies identified for all learners	SENDCo / Class Teams	Autumn Term 2026, ongoing	Reduced dysregulation incidents	
	SIP 2.1b Further develop resources	Ensure the curriculum offer is resourced for effective implementation	Staff feedback No work-load worries Learners making expected or better progress, - progress	BDo SENCO SAS BoD’s	Spring Term 2026	Smooth and effective implementation of the new curriculum	

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			and individuals 'how effective is the curriculum' documents				
	SIP 1.11 Ensure our implementation is the best it can possibly be for our cohort of learners	Undertake an award which will focus us to further develop our teaching and maximise our impact	Trauma Informed Schools Training Thrive Approach	HT SAS BoD's	Summer 2027	Auditing Action planning Data Collection Evaluation Better informed staff, informed practice	🟠
Physical Environment	SIP 3.4 Expand self-regulation spaces	Develop additional low-arousal and sensory regulation spaces	At least one new regulation space per phase	HT SAS BoD's	Summer Term 2026	Increased effective use of spaces	🔴
	SIP 1.3a Further develop hygiene & care facilities	Improve access to toilets, hygiene and shower facilities for boys and girls	Audit completed and adaptations implemented	SLT / Site Manager	Autumn 2026	Needs met with dignity	🟢
Physical Environment	SIP 1.3a Medication room and medication administration	Create a medication room that is compliant with ISS Part 3 & Part 5 standards, complying with DFE Guidance: Supporting Pupils with Medical Conditions, H & S at Work Act 1974. Appoint and train staff to coordinate and administer medication safely in new school medication room.	100% of staff who wish to administer of countersign medication are trained and have competency	Headteacher / Medical Lead	Autumn Term 2026	Safe, compliant environment and systems	🟢
Information Access	SIP 3.1b Accessible communication	Further develop the consistent use of visuals, AAC and multi-modal communication through monitoring, observation, expectation	Communication methods recorded for all pupils	SENCO / SaLT Link/TA	Spring Term 2026	Further improved understanding	🟢

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Health & Wellbeing	SIP 1.3a Further broaden food choices for those with self-restricting habits	Work with OT/families/Staff/carers to safely expand diets/MAC meetings/ programmes of study	Individual food plans in place	OT TA EMT/Carers Class/Family	Summer Term 2026	Improved wellbeing	
	SIP 1.3a Further monitor health indicators acting on analysis of data	Monitor BMI, medical and care needs appropriately	Annual health review completed	Medical Lead Tutors OT/TA	Annual	Early identification of needs	
	Meetings dedicated to reviewing and promoting the health, wellbeing, and welfare of children.	To bring together parents or carers and key staff to ensure records are current and to work in partnership to support the child's health, fitness, and wellbeing in the most effective way.	Effectiveness will be measured through attendance at meetings, regular audits of health and wellbeing records, parent and staff feedback, and evidence of positive impact on pupil wellbeing, engagement, and health outcomes.	Medication Coordinator HT Tutor	6 monthly	Success will be evidenced through regular attendance at meetings, accurate and up-to-date records, positive parental feedback and demonstratable improvements in pupils' health, wellbeing, and engagement	
Strategic	SIP1.11 1.3a Review & governance	Termly review by HT and annual SAS oversight	Review records and updates	HT/EMT SIP SAS Team	Ongoing Termly / Annual	Clear impact evidence	