



Bungay High School Accessibility Action Plan 2026-27

Planned Outcome	Current Position	Planned Action	Time Scale	Actioned By:	Monitored By:
Access to the curriculum					
All students and vulnerable groups have greater access to the curriculum and are able to learn effectively	BHS already caters for students with SEND in many areas. The school mainly teaches in mixed ability classes to ensure full inclusion.				
	Rigorous and supportive transition process to ensure full disclosure and awareness of needs of all students. Learning and Pastoral Support Directories (Provision Map) share 'key' information with staff so that they are able to meet the needs of all students. Seating plans are annotated so all staff are aware of needs of students.	Create a SEND Link with all stakeholders through coffee mornings and meet and greets.	Repeat 26_27	Assistant Headteacher T&L & Inclusion	Headteacher
	Developed training opportunities for support and teaching staff to meet the needs of students with SEND through the CPD programme.	Use of Thursday and Tues am training sessions to be embedded	Ongoing 26_27	Assistant Headteacher T&L and Inclusion	Headteacher
	Universal Offer is agreed by all staff and parents are informed of the four broad areas of need and its usage. Staff annotate the Universal Offer Strategies sheet for every SEN student	Graduated behaviour curriculum to support all students and Therapeutic Training for all staff	Summer 27		
	We have a very supportive pastoral system which includes Five non-teachers who are available throughout the school day to assist all students in finding appropriate support to meet their needs. This includes five Pastoral Leads and five Heads of Year; an Assistant Headteacher for Pastoral and Behaviour, Attendance Manager, Family Support Worker,	New Speech and Language Training to be completed for all staff. Therapeutic Thinking to be added to whole school support	Summer 27	AHT Inclusion, SEND Manager and assistant SEND Manager and staff body	Headteacher EAST Inclusion Lead

	Safeguarding Manager and three Behaviour Managers; all of whom can provide support for students with mental health concerns, medical difficulties and other issues that impact on attendance. Access to the school curriculum is then maintained through reasonable adjustments. Work with East attendance policy and procedures updated and embedded this coming year-this includes a graduated response which includes supportive offers. Employed experienced member(s) of staff to provide support for individuals with high levels of need in and around school as well as in the classroom. Including our Inclusion Manager who will run the new Inclusion room 'The Bridge' Creation of cooperative working strategies jointly developed by Bungay High School staff and Hearing Impairment Resource Base staff. Use of Anna Feud five step tool to ensuring mental health remains at the core of our processes. Regular Quality Assurance of student/ staff and parent voice. AHT has regular meetings with Teacher of the Deaf. Meetings take place with responsibility holders to ensure Inclusivity by Design is continually at the heart with the multi-disciplinary team fortnightly. This addresses emerging needs and agrees actions for a pastoral and SEN programme. AHT and SEND Managers meet once a week formally with the whole team meeting every week after school. AHT timetable will reflect need for growing SEND TA training in gold practice in classrooms this year which covers the Suffolk local offer training (three areas of need	for SEMH. Work with SCC over 25_26 to be embedded for SEMH programme and audit findings Allocation of office space/ shared HUB for Resource Base specialist staff. Modification and refurbishment of space as required. Continuing advice and training offered to all staff on how to educate anyone with high levels of need, particularly those with specific medical conditions e.g. diabetes, epilepsy and epi-pen training. MDT meeting to be embedded Have allergy awareness posters displayed in key areas around	Autumn 26 Ongoing 26-27	Inclusion Manager and SENCO Assistant Headteacher (Inclusion); SEND department; Suffolk County Council Assistant Headteacher (Inclusion) and Behaviour	Headteacher Local Offer Headteacher
--	--	---	--	---	--

	each) disseminated to the SEN team. EHCP students are be monitored daily through and information is fed back in the weekly SEN/ pastoral and SLT meetings. Employ experienced personnel who can meet the specific needs of individuals. Purchase and install any assistive equipment to be used as reasonable adjustments, enabling inclusion of the individual's needs. Increase in Thrive/ ELSA opportunities for students with SEMH and pastoral – training of TA staff and specialist reflection tools. Help is given by the Learning Support Department to provide teaching staff 'Inclusive Strategies and the Universal offer' to support students with SEND. This also includes the toolkit plus options agreed by staff and SENCo. Use of VSEND and whole school offer is agreed by all staff and use of profiles to identify need. There has been an reinvention of the Pupil Passport for all students with Identified SEND which gives more detailed information on the strengths; barriers to learning; and, strategies to support individuals. This uses a strength based language and targets are updated in Autumn and Spring. Students with an SEN status K are regularly monitored for progress with information shared with all heads of faculties with a view to improve strategies for support. Members of staff in the SEN team are trained to screen students for learning difficulties such as Mears Irlen Syndrome, dyscalculia and dyslexia as examples enabling us to plan to meet the needs of students.	school highlighting the dangers of anaphylaxis. Updated knowledge with kitchen staff and all staff regarding food allergies. SEN team roll out training of SEN areas of need to all staff. SEN champion in each department to be explored.	Ongoing and Autumn 26 Ongoing- New timetable produced for Autumn 26 for increased TA use. Summer 27 and ongoing development	Assistant Headteacher (Inclusion); SEND Manager Assistant Headteacher (Inclusion) Assistant Headteacher (Inclusion)	SENCo, SEND manager SENCo AHT Inclusion Headteacher

	We screen all year 9 and above students for special exam access arrangements to enable them to perform to their potential in class and in exam situations. KS3 are tested using the Star assessment every term and results used for intervention by the Core subjects. Online resources, tasks and information are available on our school platforms such as 'SPARX', 'EduCAKE, 'and 'Show My Homework' to allow students to access the curriculum from home to review learning material as and when required. Learning plans have been updated using the 7C's Judith Carter Programme of target setting and review. This has been refined after 1 year. Revision of Provision Map and fluidity of register of SEND for staff to access SEND handbook and CPD programme to support staff in planning to meet the needs of students with Special Needs and Disabilities. Many classrooms have access to high quality sound and images. Students have access to assistive technology (e.g. Exam Reader Pens) and good IT facilities where needed. TAs support learners in lessons and with small groups or one-to-one intervention sessions to enable students to better meet the needs of the curriculum.			Assistant Headteacher (Inclusion) SEN Team SENCO AHT Inclusion	Headteacher, Exams Officer, SEND Manager Headteacher Headteacher AHT Behaviour and Pastoral
		Continuation of refinement for this system with training for TA's in Smart targets and parental meeting actions included for staff Inclusion Base to be continually monitored this year with regular meetings with the Panel and SEN. Five pathways for Inclusion identified. Identified entry and exit criteria. Form time programme to include 'Connect activities' to support culture for all students	Ongoing 26-27 Review termly 26-27 Autumn 26		

	Regular SEND team meetings to ensure key information is shared appropriately. Open office layout ensures that all staff communicate daily when required. Mentoring systems are in place to overcome social and academic barriers to learning. This includes Thrive and ELSA trained practitioners. Specialist Thrive room and Inclusion Base provided. Whole staff are trained in de-escalation practices. Designated key worker to oversee and mentor students with impairments and liaise with agencies to ensure appropriate support is in place – including arrangements for staff training where appropriate. Designated staff member to be our Mental Health Lead to oversee the raising awareness of mental health throughout the school and direct support and ‘mental health first aid’ and liaise with key Mental Health Services. We recognise that mental impairment is a disability and the need for it to be clinically well recognised no longer applies. The continuation of a Hearing Impairment Resource Base which has been set up in partnership with Suffolk County Council’s service for children with hearing loss and supported by the Suffolk Parent Carer Network; Waveney Deaf Children’s Society; National Deaf Children’s Society; and, other parents and carers. Ongoing support and quality assurance ensures this remains current. The resource base will be able to offer learners access to specialist teachers who are trained to teach children with hearing loss, whilst benefiting from being a part of the wider	Inclusion Fund to focus on the universal offer and the needs of the many- adaptive teaching, transition, an internal AP using Thrive gardening theory, AI to support admin collaboration with Ladpods to be embedded here. The inclusion fund Stagey will be made public by December 1st 2026 which will detail all spending. ACES to be communicated from parents and information fed back to form tutors and teaching staff. This is to support higher needs and information sharing to increase understanding. This is a project for this year.	DEC 2026 Completed Summer 27	SENCO SENCo , Disadvantaged Student Lead	Headteacher and Finance Manager AHT Inclusion
--	---	---	--	--	---

	school community and having access to the broad, aspiration curriculum. We recognise that medical conditions such as epilepsy, diabetes, ataxia, MCADD, severe allergies etc. are significant long-term disabilities that puts students at a disadvantage compared to their peers. We recognise anyone with cancer or surviving cancer as being disabled as are those with HIV and Multiple Sclerosis from the point of diagnosis. Tailored support is offered through key members of staff who can direct the appropriate care where and when it is needed. We designate a key worker to provide one to one support for any student or students with high levels of need e.g. a child with spina bifida, cerebral palsy etc.				
--	---	--	--	--	--

Access to the wider curriculum					
All students and vulnerable groups have access to extracurricular activities, school trips and after-school clubs.	Risk assessments are included as part of the school trip approval system – Evolve. Respect and considerations are applied for all students with Medical Conditions when planning all trips and in-school activities ensuring that the school is fully inclusive. Risk assessments are created for specific needs on an individual basis – including the use of Health Care Plans. Students have access to areas where extra-curricular clubs take place with locations changed if access is difficult (e.g. no lift access).	Use of PP tracker to ensure inclusivity in fortnightly meetings – Family Support worker to support families and students	Ongoing	AHT Teaching and Learning AHT Inclusion/ PP Lead	Headteacher

Attitudes and Perceptions					
To promote positive attitudes to impairments.	Fostered through pastoral, form time and assembly programmes, career programmes and PSHE.	Continued work on the form time programme to include Mental Health, safeguarding, careers and wellbeing. Increased literacy and numeracy every day for all students. Promotion of quality first teaching across the whole school	Ongoing – QFT Summer and Autumn 26	AHT Behaviour	Headteacher
	On-going staff training to enhance a greater understanding to a range of impairments and how to support members of the school community with impairments.			AHT Inclusion/ Teaching and Learning	
	Promotion of sponsored events to raise awareness of sensory, medical and physical impairments (e.g. 'Jeans for Genes' and 'Children in Need') as well as mental illnesses ('Young Minds' – World Mental Health Day).	Increase in CPD provision of staff training		AHT Teaching and Learning/ Curriculum	AHT Inclusion
	Poster displays raising awareness of support for mental health, hearing impairments, asthma, anaphylaxis etc. are placed around school for all to see.	Consider increasing the number of posters to increase the prospect of raising awareness.	Autumn 26	Medical Lead	Headteacher
	Deaf awareness week is included on the school calendar as a whole school activity.			Teacher of the Deaf	
	On-site Teacher of the Deaf is a deaf role model for students in school.	Consider creating a greater variety of posters/flyers to inform students as to who to ask for advice on different areas of SEND as well as mental health issues.	Ongoing	Assistant Headteacher – Inclusion	Headteacher

Physical environment of the school

Improving the physical environment of the school to increase accessibility for members of the school community with impairments.	Main school doors open automatically on approach.	Install a hearing aid loop system in the reception area.	TBD	Business Manager	Headteacher
	All entrances on the school site are accessible	Purchase a portable Loop System for use during important meeting where required.	TBD	As above	
	Disabled parking spaces available in the front and rear car parks. Lifts available in the Humanities Block, Technology/Learning Support and from the reception to the library, music and drama studios.	Explore other accessible methods of accessing areas of school where stairs are a barrier to someone with a physical impairment and lifts are not available e.g. the use of Mobility Stair Climbers. New build includes lift to access higher levels. New accessibility toilet and doors installed in English block.	Completed	Assistant Headteacher (Inclusion); SEND department. Suffolk County Council	
	Due to the nature of the building, it is not possible to provide lifts and 'accessibility toilets' without rebuild. Careful adaptations of rooming on the timetables to meet the needs of students where necessary and practicable. We allow students with mobility issues to leave early to avoid crowded corridors (and if required, have a 'buddy' to escort). Improvements to lighting in classrooms and corridors and stairs to ensure the best possible visibility for the school community – including for those with visual impairments.	Rolling programme of replacing IT equipment, monitors and projectors for improved visual display to help students with visual impairments and reduce stress for ASD students. Rolling programme of improvements to lighting. (80% complete)	On-going in Policy Review Cycle.		

Access to information					
To ensure all members of the school community, including those with SEND can access all information.	All school documents can be made accessible to the visually impaired using large print format.	Consider expanding accessibility to school documents for the visually impaired the visually impaired through audio transcriptions and/or Braille – bringing the school into line with other establishments.	TBD	SLT	Headteacher
	Documents are provided to prospective parents/carers with a child/ward with impairment in a form that meets their need – if requested and is reasonable to do so.				
	Students with visual stress (Mears Irlen Syndrome) have appropriate coloured overlays and paper provided – including in final exams.	Review readability and accessibility of school policy documents.		SLT Business Manager/Headteacher	Headteacher and Governors
	TA given an EAL responsibility to ensure all students and families can access the curriculum and information. All students have access to the School Council to raise awareness, concerns and ideas.		On-going in policy review cycle.		
	SEND Handbook contains information and guidance on improving the ‘readability’ of text.			Assistant Headteacher T&L and Inclusion	Headteacher
	Support for hearing impaired children and visitors made available through BSL interpreters	Consider increasing the number of staff with level 1 BSL			
	Key staff with level 1 and above in BSL				
	Basic sign language sessions are offered to all staff.				

The role of the LEA and Health Services in increasing accessibility					
The impact the County Council has had upon supporting the school.	County Inclusive Support Services (SES) provides support, training and guidance for staff and students with SEMH, and Neuro Divergence Sensory Support Services provides support, training and guidance for staff and students with sensory impairments – visual and hearing impairments. Provision of on-site Communication Support Workers (BSL interpreters) and Specialist Teachers of the Deaf to assist in the support of hearing-impaired children. ADHD Nurse and clinics based on school site for children and their families to access and seek support/ guidance School nurse provides support in meeting the healthcare and medical needs of students.	Whole school offer to be continually analysed and gaps in specialist knowledge to be addressed in termly SES meetings Use of SES referrals for Tier 1/ bespoke students requiring extra support	Ongoing support	AHT Inclusion SEND manager	Headteacher
			Ongoing	AHT Inclusion SEND Manager Safeguarding Manager and Pastoral Teams	

	SES has provided support for students with social, emotional and health conditions. CAMHS and Social Services have provided support and guidance for students with SEMH and their families. They offer guidance for our school on how best to meet the needs of these students. In-Year Fair Access Panel has provided support for the school in accessing alternative provision where needed. Newbury Clinic has provided assistance in referrals for ASD/ ADHD diagnosis Training and on-going assistance is provided by Specialist Nurses in medical conditions such as ADHD, diabetes and epilepsy Constant open dialogue occurs between professionals who feed back their ideas to help the school support the needs of individual students.	Continuation in working with specialist teachers in SES.	Ongoing Summer 27	AHT Inclusion/ Behaviour SEND Assistant manager and Manager SEND Team and Pastoral	Headteacher
--	--	--	-------------------	---	-------------

Equality of opportunity for staff				
Arrangements in place for equality of provision for impaired staff cover recruitment, professional duties, participation in extra-curricular activities & staff development. Staff wellbeing opportunities are available to all.	Work with Union representative to review attitudes and equality of opportunity for all staff.		Headteacher	Headteacher
	Staff well-being committee to monitor and review attitudes and equality of opportunity for all staff. Quality Assurance process followed by SLT – three cycles per year for each designated area.		SLT	
	Monitor data in relation to recruitment, retention and professional development. Encourage disclosure of impairments.		Business Manager/Headteacher	Headteacher
Monitoring the success of the plan				
Monitoring of outcomes for students with SEND against individual targets, prior attainment and national averages. Stakeholder opinions in Statement reviews Student questionnaires on attitudes in school, safety and concerns. Parent view opinions	Send Forum across EAST and SCC Forum attended by AHT. Performance management outcomes (targets focused on K students) On each SLT agenda to discuss at every meeting Use of QA process to ensure development. Use of School	EAST monitoring SEND separated on SDP	Assistant Headteacher – T&L/Inclusion. SLT	Headteacher

Lesson observations with focus on inclusive classrooms and monitoring of behaviour and attendance	development plan to ensure developments			
---	---	--	--	--

Updated by MCA August 26