

Sophia HIGH SCHOOL

3 Year Accessibility Plan

2026 - 2027

Accessibility Plan

Ownership & Consultation	
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3-Year Accessibility Plan for Sophia High School

Aim:

The Aim of this policy is to increase participation for students with disabilities using technology. Our goal is to fully leverage technology to create an inclusive environment where all students can thrive.

Introduction

Sophia High School is committed to leveraging technology to improve accessibility and inclusion for all students in our online school. The school aims to provide an inclusive online education that is accessible, inclusive and compliant with the Equality Act 2010 and relevant Department for Education guidance.

Over the next three years, we will utilise innovations in AI, adaptive learning, speech recognition, and other technologies to reduce barriers and expand access to educational opportunities for students with disabilities.

Since gaining UK Department for Education accreditation under the OEAS programme in September 2024, Sophia High School has been eligible to work with UK Local Authorities, Trusts, schools and individual families to support students requiring Alternate Provision (AP). The DfE published its AP Task Force guidance in April 2024 which has guided our policy and programme to meet the needs of commissioned AP students.

Accessibility Objectives

Sophia High School aims to improve accessibility by:

- increasing the extent to which disabled pupils can participate fully in the curriculum;
- improving access to information provided to pupils and parents in accessible formats where required; and
- making reasonable adjustments to ensure disabled pupils are not placed at a substantial disadvantage in accessing education and school life.

As Sophia High School delivers education entirely online, the school does not maintain a traditional physical learning environment for pupils. Accordingly, this plan focuses on improving access to the virtual learning environment, digital resources and information, while ensuring reasonable adjustments are made wherever required to enable disabled pupils to participate fully in school life.

Roles and Responsibilities

Responsibility for implementing this Accessibility Plan rests with the Chief Executive Officer (CEO), Director of Education, Director of Inclusive Learning and Alternative Provision (DILAP), Senior Leadership Team and all teaching staff. All staff share responsibility for promoting an inclusive learning environment, identifying barriers to learning and implementing reasonable adjustments to support disabled pupils in accordance with the Equality Act 2010.

Understanding Accessibility Needs:

All students take part in an admissions process which involves both online GL Assessment academic assessments to baseline current learning levels in English, Maths and Science, together with 1-1 online virtual sessions with our team plus the sharing of information on student progress in learning and additional learning needs. These baseline assessments during admissions help identify any additional support students may require as part of our early screening processes in order to ensure all Sophia High Students can access the full range of learning on offer and for our team to make reasonable adjustments as required to support students. All students also take the CAT 4 on entry, to help guide future provision. During admissions the school considers whether reasonable adjustments are required to enable a prospective pupil to access the admissions process and, where appropriate, the curriculum.

The plan builds on these early screening processes and fosters opportunities for collaboration with families and external specialists to support students with disabilities. This partnership approach extends to the accessibility plan.

Our unique fully online learning platform enables us to prioritise Assistive Technologies as a key strategy, as stated in our ALN policy, to promote inclusion in academic activities and assessments. As such, this plan focuses on maximising accessibility of virtual instruction, resources, collaboration tools, Hyflex learning (is an instructional model that combines in-person, synchronous online, and asynchronous online participation into a single course) and school events to improve accessibility for all students at SHS.

While Sophia High School is able to support a wide range of additional learning needs through its online model, there may be occasions where, following careful assessment and consultation with families and relevant professionals, the school determines that it cannot reasonably meet a pupil's needs within its current provision.

Context: Key Focus Initiatives: 2023 - 2024 Academic Year

Our initial goal for the 2023 - 2024 academic year is to work towards making all curriculum materials compatible with assisted technology tools such as Mote, Google read and write, google classroom / google meet reader tools and other educational technologies. Our Chief Learning Engagement Officer, Additional Learning Support Coordinator and Chief Information Officer will work in a strategic working party to review appropriate technologies and begin to pilot rollout across focus subject areas in the Autumn Term using Google Readers tools.

2024 - 2027 Wider Initiatives include:

- Implement an adaptive learning platform that customises curriculum and pace based on individual learning needs identified by adaptive technologies, including AI-enabled tools where appropriate. This will support learners who need more time or alternative teaching methods. Support students with AI Personal Assistants
- Build immersive 3D virtual environments using WebXR / VR that allow students to engage with curriculum and collaborate in ways tailored to their needs. Integrate accessibility tools such as screen readers.
- Develop voice-enabled interactions using natural language processing to expand ways students with motor impairments can engage with school activities.
- Digitise all curriculum materials for compatibility with reader apps and other assistive technologies. Ensure accessibility is built into all new digital resources.
- Provide information, learning resources and school communications for pupils, parents and carers in accessible formats where reasonably required, including accessible PDFs, large print, captions, transcripts and alternative communication methods. .
- Provide assessments allowing students multiple modes to demonstrate knowledge, including video, audio, adaptive testing, and dictation.
- Procure specialised streaming captioning services to make classroom discussions, lectures, and school events accessible.
- Provide annual training for staff on accessibility, reasonable adjustments, inclusive teaching practices and the effective use of assistive technology to support disabled pupils in the online learning environment.
- Consolidation of the SHS AP Task Force to support AP students, with recruitment of a Director of Alternative provision and Inclusive Learning. The scope of the AP Task Force will cover all ALN needs within the SHS cohort, and also those of commissioned AP students.

- Work collaboratively with wider support agencies, including Child and Adolescent Mental Health Services (CAMHS) and other Local Authority approved support services, to develop strategies and interventions to enable students to access the digital classroom and materials at a level appropriate to their needs.
- Foster peer/teacher relationships and address wellbeing, as covered in admission policy, to enable students to thrive in the online environment.
- Implement a whole-school Mentoring programme to ensure pastoral needs of students are met, with regular check-ins with key staff because not every pupil will need mentoring.
- This plan will be reviewed annually by the Senior Leadership Team and updated where necessary to reflect changes in legislation, technology and the needs of the school community.
- We will audit and refine our accessibility plan every year, soliciting input from students, parents, and disability experts.

Measuring Success

The effectiveness of this Accessibility Plan will be measured through:

- increased participation, engagement and attendance of disabled pupils in lessons and wider school activities;
- positive feedback from pupils and parents regarding accessibility and inclusion;
- regular accessibility audits of the school's digital learning environment, resources and communication platforms;
- increased staff confidence in using assistive technologies and delivering inclusive teaching, measured through training evaluations and professional discussions;
- evidence that reasonable adjustments are implemented effectively and reviewed regularly;
- a reduction in identified barriers to learning, participation and communication for disabled pupils; and
- annual review of this Accessibility Plan to ensure it continues to meet the needs of the school community and reflects developments in technology and statutory guidance.

Monitoring and Evaluation

The effectiveness of this plan will be monitored through:

- accessibility audits;
- pupil and parent feedback;
- staff feedback;
- engagement data;
- participation in lessons;
- review of reasonable adjustments;
- annual review of the Accessibility Plan.

This Accessibility Plan should be read alongside the Equality & Diversity Policy, Additional Learning Needs Policy, Admissions Policy and Safeguarding and Child Protection Policy.

RELATED POLICIES

- Equality & Diversity Policy
- ALN Policy
- Admissions Policy
- Online Learning Policy
- Safeguarding Policy
- Digital Safety Policy