Sophia
HIGH SCHOOL

3 Year Accessibility Plan

2025 - 2026

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 aligned to UK regulations. The accessibility plan upholds this commitment.

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.

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.

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 and school events to improve accessibility for all students at SHS.

Due to our fully online nature and small team, as a private online school, we are unable to fully support some high-level and complex additional needs currently. However, our accessibility initiatives should aim to expand the school's capabilities over time.

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 AI algorithms. 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 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.

- Train teachers on assistive technologies and accessible pedagogical strategies through professional development.

- 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 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 whole-school Mentoring programme to ensure pastoral needs of students are met, with regular check-ins with key staff.

- Review policies annually per the admission policy to ensure the plan evolves to meet students' needs over time.

- We will audit and refine our accessibility plan every year, soliciting input from students, parents, and disability experts.