



Henley Bank High School

Accessibility Plan

Henley Bank High School is part of the Greenshaw Learning Trust.
The Greenshaw Learning Trust is a charitable company limited by guarantee registered in England and Wales,
company number 7633694, registered at Greenshaw Learning Trust, ORU Sutton, Throwley Way, Sutton, SM1
4AF.

Henley Bank High School Accessibility Plan

January 2026

This Accessibility Plan applies to Henley Bank High School and all governors and staff must abide by the plan, which has been adopted in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust.

It is the responsibility of the Governing Body and Headteacher of the school to ensure that their school and its staff adhere to this plan. In implementing this plan, school staff must take account of any advice given to them by the GLT CEO and/or Board of Trustees.

This plan is subject to the GLT Equalities Policy and the Scheme of Delegation approved for the school. If there is any ambiguity or conflict then the GLT Equalities Policy and the Scheme of Delegation and any specific Scheme or alteration or restriction to the Scheme approved by the Board of Trustees takes precedence. If there is any question or doubt about the interpretation of this, the GLT CEO should be consulted.

Approval and review:

This plan is the responsibility of: Rhian Williams - Inclusion Lead

This plan was approved by the Governing Body on: January 2026

This plan is due for review by: January 2026

Henley Bank High School Accessibility Plan

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, schools have had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to publish an Accessibility Plan showing how they plan to improve access progressively over time

A person is defined as having a disability by The Equality Act 2010 if they have:
“ a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities”.

This plan sets out the proposals of the Governing Body of Henley Bank High School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

1. increasing the extent to which disabled pupils can participate in the school curriculum;
2. improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
3. improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Henley Bank High School’s Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on annually. A new Accessibility Plan will be written every three years although it shall be recognised that some actions will be ongoing and will be transferred to the new plan.

We are working within a national framework for educational inclusion provided by:

- Equality Act 2010
- The SEN Revised Code of Practice 2015
- The Disability Discrimination Act 1995 (amended for schools in 2001)

Henley Bank High School

Henley Bank High School is an inclusive comprehensive school with around 830 students on roll, growing with the introduction of our new sixth form in September 2024. The school is in Brockworth

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and provides education for young people from Brockworth and surrounding areas: 28.1% of our students are currently registered on the SEND Code of Practice.

The school is made up of a collection of purpose-built buildings. The three teaching blocks, English, Maths and Science and main building are two-storey, each with their own lift. The Sports centre, Art and our new 'Q' block are one-storey and fully accessible for all. All teaching blocks have fully accessible disabled toilets and toilets identified for transgender students.

School's Vision:

At Henley Bank High School, we all believe that every child can achieve greatness, fulfil their dreams and live happy and successful lives regardless of prior attainment or life experience. Students should all be given the chance to be successful citizens of the future.

Henley Bank High School's vision for disabled pupils:

Henley Bank High School is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action and challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We aim to, as far as possible, remove those barriers and ensure that all pupils can take part in the day to day life of the school and benefit from the learning experiences we provide. We believe that every child can achieve greatness, fulfil their dreams and live happy and successful lives regardless of prior attainment or life experience. All students are provided with opportunities within our excellent academic and co-curricular curricula to become successful citizens of the future, with a wide range of choices available to them.

Henley Bank High School's Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

PLANS TO INCREASE ACCESS TO EDUCATION FOR DISABLED PUPILS BY AREA:

1. INCREASING THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM (this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits)

| Plan | Impact | Resp | Y1 review | Y2 review | Final review |
|---|--|--|--|---|--------------|
| Work closely with families to identify barriers to vulnerable students' attendance and further develop systems and processes that support vulnerable learners to attend school regularly. | Attendance of vulnerable learners improves to at least national average. | Rhian Williams/SLT i/c attendance, Elouise Kay | SENCo and SLT have worked together to create a graduated pathway for SEND and continue to proactively refer children to specialist agencies to take a multi-agency approach ensuring that vulnerable families and children are receiving support more quickly. Attendance for SEND children, particularly those with an identified SEMH and/or communication and interaction needs remains a priority focus. As mirrored across the country, children with SEND are continuing to struggle to attend school regularly. | All absence students now receive a daily phone call which is tracked centrally. We have reviewed our graduated pathway to make it more robust and our processes and expectations have codified and made explicit to all stakeholders. The role of the EWO has been developed to ensure that the SEND graduated pathway is fully implemented, placing the child at the heart of the process. Green shoots are sprouting with getting some of our most vulnerable learners re-engaged with an appropriate education. SENCo and SLT i/c attendance continue to meet regularly to ensure that the SEND attendance plan work harmoniously. SEMH and ASC continue to be the main groups of children who are struggling to attend school regularly and full- time. | |
| Develop and extend careers and preparation for working life to ensure no vulnerable students with | The most vulnerable students are prioritised by the beginning of year 10 and | Rhian Williams / SLT i/c CAIG, | Year 10 World of work week introduced by the CAIG team in January 2024 to broaden | Following last year's successful world of work week, the CAIG team has reviewed successes and | |

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| <p>are NEETs</p> | <p>have an appropriate pathway into further training, education and/or employment.</p> | <p>Joe Watson</p> | <p>students' understanding and experience of the different pathways available</p> | <p>introduced new interactive sessions. This includes a focus on cyber security and experiences of the Henley Bank Sixth Form. Our sixth form students have weekly careers talks and external opportunities are shared with them by the sixth form team. Every student will go on at least three visits to a higher education provider.</p> | |
| <p>Further increase participation of students with an identified SEND in our Character curriculum, including both co-curricular activities, trips and our colours programme</p> | <p>There is no gap between SEND and non-SEND students' participation with co-curricular activities and colours awarded.</p> | <p>Hayley Benfield</p> | <p>Children with SEND engage very enthusiastically with the Legacy offer, particularly the annual production and Duke of Edinburgh award scheme. Over 50% of this year's Addams Family cast are on the SEND register; 70% of student leadership are on the SEND register, with both Head Students being on the SEND register.</p> | <p>Children with SEND engage very enthusiastically with both the universal Legacy offer and the bespoke and targeted provision, particularly the annual school production, weekly fun Friday events and Duke of Edinburgh award scheme. Over 50% of this year's cast of the school production are on the SEND register; 70% of student leadership are on the SEND register, with a significant representation of SEND students representing on the student leadership council and programme. There is also a bespoke provision of enrichment activities specifically for SEND students during the school day, such as bike club, art club and a range of provision in the PLC during lunchtime, such as board games, Lego, chess. We believe that access to the LEGACY programme is an entitlement for all students, and to ensure all students, especially those that are disadvantaged are targeted through pastoral support to ensure quality and sustained</p> | |

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| | | | | engagement in crucial enrichment activities to broaden their experience, build character and resilience and ensure equity is at the heart of the approach. | |
| Extend and develop evaluation of literacy and numeracy interventions to ensure maximum progress and impact | Improved attainment and progress for SEND students | Rhian Williams Fred Derbyshire (Literacy lead) | Introduction of the phonics programme - Read Write Inc in September 2023 has been positively received by our weakest readers and has already resulted in children graduating from the programme. Edukey Provision Map is strategically used to monitor the impact of all interventions, including the introduction of using MITA (Maximising Impact of Teaching Assistants) to evidence the impact of in-class support on academic progress. | The Read Write Inc phonics programme has continued to support our most vulnerable students, however we have enhanced this offer by purchasing an e year programme of Lexia Core 5. As a school we have also recently introduced a Guided reading programme during DEAR time which exposes them to our guided reading offer. | |
| Extend and embed our personal well-being curriculum to ensure that all students, including those with physical and neurodiverse difficulties engage. | 100% of students engage with the personal curriculum offer. | Sarah Cuke (Head of PE) | 'The Club', run specifically for children with SEND (particularly those with dyspraxia and ASC) has engaged children with fun physical activities weekly. The introduction of yoga has proved very popular with children with an identified SEMH. There are still very small numbers of children who at times are unable to participate in PE and personal well-being sessions. | Students attend the bike club and are able to integrate with staff about their day. Meeting and greeting students in this environment support their transition in PE lessons by seeing the offer that physical activities can give them. Students also have the confidence to attend external activities such as bowling and panathlon as they have the confidence to go offsite with staff and participate. This can take time, but to see the recognition that they deserve is really important. | |

2. IMPROVING THE ENVIRONMENT OF THE SCHOOL TO INCREASE THE EXTENT TO WHICH DISABLED PUPILS CAN TAKE ADVANTAGE OF EDUCATION AND ASSOCIATED SERVICES

| Plan | Impact | Resp | Y1 review | Y2 review | Final review |
|---|---|----------------|---|---|--------------|
| Ensure every subject has access to specialist equipment and furniture where necessary | No student has impaired access to learning as a result of a lack of equipment or resources. | Rhian Williams | Food Science, DT and Science have all received new specialist equipment which has ensured full engagement of all children with their curriculum. | Equipment that is required for curriculum access is regularly discussed between line managers and heads of department. Where a need is identified equipment can be purchased through the departmental or SEND budgets to address this. | |
| Ensure that paving slabs, kerbs, pathways etc. are maintained so they are level and smooth to avoid hazards | No student is impacted by a lack of accessibility to the building and environment | Site team | Work on the quad has improved accessibility around the site with all slabs removed. No student has been impacted by a lack of accessibility to the building and environment. | Regular site walks between Head of School and site team can identify any accessibility issues and these are resolved rapidly. No student has been impacted by a lack of accessibility to the building and environment .This is also monitored externally by visits from the Trust. | |

3. IMPROVING THE DELIVERY TO DISABLED PUPILS OF INFORMATION, WHICH IS PROVIDED IN WRITING FOR PUPILS WHO ARE NOT DISABLED

| Plan | Impact | Resp | Y1 review | Y2 review | Final review |
|---|--|-------------|--|--|--------------|
| Make available school brochures, school newsletters and other information for parents and pupils in alternative formats, if required. | Parents and pupils feel fully involved in the life of the school and can access important information. | Faye Cutler | This has not been relevant this year. | This has not been relevant this year. | |

