

Accessibility Plan



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Welcome to our 3 Year Plan for SEND

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1. Introduction

Since 2002, educational institutions have been mandated to develop Accessibility Plans. While common perceptions may limit accessibility to physical modifications such as accessible restrooms and ramps, the scope of accessibility extends significantly beyond structural adaptations. For many students with diverse needs, including those with conditions such as ADHD, true accessibility necessitates the provision of tailored resources and strategic interventions. Examples include the availability of wobble cushions, individualised reward systems, sensory regulation tools (e.g., fiddle toys), opportunities for movement breaks, and the implementation of sensory circuits. These measures can be achieved without extensive structural alterations. This Accessibility Plan articulates our foundational philosophy, strategic objectives, and the concrete measures we intend to implement to enhance accessibility across our academy. Our comprehensive approach encompasses both physical adjustments and pedagogical and environmental strategies designed to support all members of our community, including both students and adults. It is important to acknowledge that complete barrier removal may not always be feasible. In such instances, our commitment lies in collaboratively devising innovative solutions to mitigate or overcome existing barriers. We invite you to continue reading to learn more about our commitment to fostering an inclusive and accessible environment.

2. Our Goals

Our goals reflect our academies' ambitions. They are also based on what parents and children say is important to them.

1 All children have been exposed to a good range of disabled role models (including both milder and more severe needs).	2 There is no bullying of children because of their SEND.	3 Every child leaving our school treats disabled people with respect and dignity, including those with mild disabilities.
10 Attendance of SEND pupils is better than the whole school average.	11. The school will foster a pervasive culture of understanding, acceptance, and celebration of diversity, where all pupils feel valued and belong regardless of their needs.	4 All pupils are given the opportunity to make a positive contribution to the life of the school including extended school opportunities
9 Families of pupils with SEND will feel fully engaged and empowered as active partners in their child's education, regularly contributing to and receiving feedback on their child's progress and support.		5 All pupils with SEND will have clearly defined, ambitious, and regularly reviewed individualised learning pathways that cater to their specific needs and strengths.
8 Pupils with SEND will demonstrate increased self-esteem and confidence in their abilities and contributions.	7 All children with disabilities are offered effective interventions to understand their difficulties as soon as possible (in liaison with parent wishes).	6 Pupils with SEND will develop increasing independence in their learning and daily routines, acquiring essential life skills relevant to their age and future aspirations.

3. Accessibility Areas

Our approach to accessibility recognises that inclusion goes beyond physical adjustments.

We consider a broad range of needs to ensure that every member of our school community can engage, participate, and feel valued.

When planning communication, learning, and community events, we reflect on:

- What factors might influence each area of need
- The unique needs within our school community
- Why it is important to consider these needs when engaging with pupils, parents, and carers

Cultural Understanding

Comprehending and respecting diverse customs, beliefs, and practices. Promotes empathy, open-mindedness, and engagement with multiple perspectives.

Visual Needs

Relating to how individuals process and perceive visual information, including lighting, readability, and sensitivity.

Audio Needs

Concerning sound quality, clarity, and accessibility. May include hearing aids, captioning, or quiet spaces.

Motor Needs

Relating to physical movement and coordination. Includes use of assistive tools and accessible spaces.

Cognitive Needs

Involving mental processes such as learning, memory, and organisation.

Emotional Needs

Focused on feelings, confidence, and well-being.

Personal Preferences

Reflecting individual choices and communication preferences.

4. Our Plan

What's in our plan?

Our plan in three parts:

- Our children's learning
- Our classrooms and buildings
- What we write

What's not in our plan?

The Accessibility Plan focuses on making things "better" rather than just maintaining existing improvements. For instance, repainting steps for safety isn't included because it's maintenance. However, renewing autism training is included because it enhances staff skills and ultimately improves life for SEND pupils. The guiding principle for inclusion in the plan is whether an action will result in a better outcome by the end of the three-year plan compared to its start.

A note on terms used

- SENDCo = Special Educational Needs & Disabilities Co-ordinator
- ABM = Academy Business Manager

Our Pupils' Learning

This means what and how we teach children, including in their class, small groups or 1:1 work. It's our biggest section.

When & Who	Target	Comments
Ongoing All Staff & SENDCo	Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs with support of the SENCO.	SENCO to deliver training where possible. Identify gaps in knowledge and seek external advice if necessary. Staff are confident in tailoring curriculum support for individuals with guidance of SENCO and independently.
Ongoing All Staff & SENDCo	Increase confidence of all staff in differentiation within the curriculum and planning for pupils working on an alternative curriculum program.	Staff training in supporting pupils with SEND – focused on subject knowledge, strategies and skills. Staff become knowledgeable in a range of strategies to support all children with their learning and the resources and techniques available to overcome barriers.
Ongoing All Staff	Maintain a zero-tolerance approach to bullying related to SEND.	Staff will use restorative questions to address incidents. All cases will be logged and investigated. Regular training will ensure staff can identify and respond swiftly to bullying or unkind behaviour.
2026–2026 Teaching Staff & SLT	Ensure pupils with SEND are fully included in the life of the school, including extended opportunities.	Representation in pupil leadership groups will be monitored. School clubs and enrichment activities will be audited for accessibility. Adjustments and risk assessments will be made to support participation.
Termly SENDCo & Assessment Lead	Monitor and analyse attainment and progress of pupils with SEND to inform planning and provision.	Data will be reviewed termly. Pupil progress meetings will include a focus on SEND. Outcomes will be discussed with parents and shared with governors.
Ongoing EYFS & KS1 Staff	Ensure pupils leave Y2 with strong receptive and expressive language skills (6 years 11 months as a minimum).	Welcome and NELI interventions will be implemented in F1 and F2. Phonics interventions will continue into KS2 where needed. Drama and oracy opportunities will be planned regularly. Kagan cooperative structures will be embedded across the curriculum.
Ongoing Intervention Teams	Provide timely and effective interventions to help children understand their difficulties, in liaison with parents.	Interventions will be reviewed regularly through data and observation. Group structures and strategies will be adapted based on formative assessments and pupil need.

Twice yearly SENDCo & Family Support Worker	Run co-produced parent sessions to build family knowledge and confidence in supporting SEND needs.	Parent sessions will run twice yearly. All parents of children on the SEND register will be invited. Sessions will focus on practical strategies, rights and support.
Ongoing SENDCo & Class Teachers	Ensure full access to the curriculum through appropriate resources, support and professional advice.	Activities and resources will be differentiated. ICT and assistive technology will be used effectively. Specialist advice (e.g. SALT, OT) will inform support. Staff will receive training to support identified needs.
Ongoing SENDCo & Class Teachers	Raising awareness of font size, layout and visual cues that can support pupils with visual impairments.	Training to be given and software to be investigated that support children with VI in reading. Pupils with VI to be able to access resources and learning appropriately.
Ongoing SENDCo & Class Teachers	Hearing Loop/Microphone to be used for supporting pupils with hearing impairment	Microphone/hearing loop to be accessed where needed. Pupils with HI to be able to access the learning.
2026–2029 SLT & SENDCo	2024/25 attendance of SEND pupils to be in line with school average.	Attendance closely monitored and intervention takes place when negative trends identified. PAs identified and worked alongside this year Support for parents who are finding it difficult to get their children into school.

Our Classrooms and Buildings

When & Who	Target	Comments
Annually Site Manager & SENDCo	The academy was built in 2015 and currently is fully compliant with the Disability Discrimination Act and Access requirements. Ensuring that the building continues to meet accessibility requirements is the responsibility of Exceed Learning Partnership. The academy will always endeavour to make the necessary adaptations to meet the needs of all pupils and will constantly review the organisation, management and access to all spaces in and around the school.	
Annually Site Manager & SENDCo	Audit the school site to identify and address any physical accessibility barriers.	Audit covers pathways, door widths, ramps, lighting and signage. Findings are prioritised in the premises development plan.
Ongoing Site Manager	Ensure all routes, entrances and exits remain accessible and compliant with regulations.	Regular inspections check for obstructions, appropriate gradients, handrails and clear signage. Records kept of all checks.
2025–2028 SLT & Governors	Consider the needs of disabled pupils, staff and visitors when planning building improvements and capital projects.	Accessibility implications are considered at the design stage. Stakeholder consultation takes place before decisions are finalised.

Ongoing Class Teachers	Review classroom layouts to ensure ease of movement and visibility for pupils with mobility, sensory or attention needs.	Furniture is arranged to maximise clear pathways. Visual supports and calm spaces are used where appropriate.
Termly Site Manager & Fire Officer	Review and maintain Personal Emergency Evacuation Plans (PEEPs) for pupils and staff who need them.	PEEPs are developed collaboratively with individuals and families. Termly drills check effectiveness and highlight any issues.

Our Written Information

When & Who	Target	Comments
Ongoing Admin & Principal	Ensure all written communication with parents/carers is clear, accessible and inclusive.	Newsletters use plain English and avoid jargon. Digital and paper copies available. Key messages are also shared via text alerts.
As required Admin & SENDCo	Provide alternative formats for written materials, including large print, simplified versions, translated texts and audio.	Parents can request information in preferred formats. School works with translation services and uses accessible document templates.
Termly Teaching Staff	Adapt classroom resources and homework tasks to be accessible to pupils with specific needs.	Resources use dyslexia-friendly fonts, visual aids and simplified language. Homework can be scribed, audio-recorded or typed.
Annually All Staff	Undertake training on accessible communication methods.	Training covers plain language, layout and formatting for accessibility, alt text for images, and digital accessibility standards.
Ongoing SENDCo & Family Support Worker	Support families in accessing external agencies and services through clear signposting and guidance.	Information is shared via the school website, newsletters and parent events. Staff are available to help families complete forms or referrals.
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2026–2029 ICT Lead & Admin	Develop the school website to ensure it meets accessibility standards (WCAG 2.1).	Website checked annually for compliance. Alt text, keyboard navigation and contrast settings are reviewed and improved.

5. How do we monitor this Plan?

Our SENDCo will review this plan every September

This means:

- Re-reading the plan.
- Making updates if needed.
- Chasing colleagues if targets need further work to get them complete.
- Reminding colleagues what they need to do this year.

The SENDCo then puts the updated plan onto our website.

The updated plan can help our SENDCo to write the next year's SEND development plan. This plan and the SEND development plan will not ever match perfectly but they will overlap.

Asking People

We would ask about this plan in our annual survey of parents, but we know that not every parent wants to read it. So we will ask questions that help us plan the next steps, e.g: *"If you had a magic wand, what one thing would you change about our SEND provision?"*

We will also ask this question when getting children's views for review meetings once a year.

This gives us lots of small bits of information that help us reflect on successes and plan our next steps.

Our Governors

Our Governors agree that the principal can approve the plan. It doesn't need to be given to governors to approve. However, the SEND governors will monitor the plan by visiting school each year in the summer term. They will focus on:

- In Year 1 of the plan: Our classrooms and buildings
- In Year 2 of the plan: The curriculum
- In Year 3 of the plan: Written Resources

At the end of the 3 years, the SENDCo will report to governors on how successful we have been. We have set some really big goals. Some of our goals might even be too big. But let's try our best to reach them – because they are things that matter to the lives of people, both young and old.

Evaluation Framework

To ensure our Accessibility Plan remains dynamic, measurable, and effective, we use the **Family Accessibility Plan Self-Marking Guide** to evaluate progress annually.

This guide helps us assess how well our plan is embedded in practice across the following areas:

- **Clarity of Objectives** – Objectives are clear, specific, and directly aligned with the needs of children and families.
- **Comprehensiveness** – The plan addresses all accessibility areas through well-developed strategies.
- **Feasibility and Practicality** – Action points are realistic, time-bound, and achievable within available resources.

- **Stakeholder Engagement** – Families, pupils, and staff are actively involved in shaping and reviewing accessibility improvements.
- **Responsibility and Accountability** – Clear roles and accountability measures ensure each action point is monitored effectively.
- **Measurable Outcomes** – Progress is tracked using defined criteria and metrics to assess impact.
- **Innovation and Collaboration** – The school explores creative solutions and partnerships with external agencies to enhance accessibility.
- **Sustainability** – Plans are designed for long-term success with regular review and adaptation built in.
- **Inclusivity and Diversity** – All actions reflect our commitment to equity, ensuring everyone feels valued and supported.
- **Presentation and Documentation** – Our plan is well-organised, transparent, and professionally presented, showing our commitment to excellence.

6. Extra Information

Disability vs SEN?

Whilst Accessibility Plans are intended to mainly to improve things for those with disabilities, we go beyond that and include access for all children and adults with SEN as well as disabilities.

In schools,

- A pupil with SEN normally means a person needs SEN provision to meet their needs, for example:
 - Dyslexia
 - Language delay
 - Anxiety
- Disability means a person has a long term condition that has a substantial impact on their daily life, for example:
 - Autism
 - Downs Syndrome
 - Cerebral palsy

Most conditions that can be SEN can also be disabilities. It depends on how severe the condition is. We recognise that some people don't consider themselves disabled, but take the view that it is the world around them that disables them, rather than their condition. This is sometimes called the "social model of disability".

Our plan simply wants to improve lives of children and adults with SEND regardless of:
whether someone's needs are classed as "SEN" or "disabled" and whether it is their disability
or the world that disables them.

Our Accessibility Plan vs our Policy

Our plan covers both our plan and policy. We put both in the same place and call it our plan so it is clear that it is about **what we will do**.

Staff with SEND

The school also has duties towards disabled staff. We will:

- Monitor recruitment procedures to ensure that disabled people have equal opportunities.
- Make reasonable adjustments so that staff can fully access the workplace.

Definitions of Key Accessibility Areas:

- Cultural Understanding – The ability to comprehend, appreciate, and respect different cultures, beliefs, and practices.
- Visual Needs – Relating to how individuals perceive and process visual information.
- Audio Needs – Requirements related to sound, including clarity, quality, and format.
- Motor Needs – Requirements related to movement, coordination, and mobility.
- Cognitive Needs – Relating to learning, memory, and organisational strategies.
- Emotional Needs – Focused on well-being, empathy, and emotional regulation.
- Personal Preferences – Individual choices or inclinations based on personal comfort or communication preference.