Accessibility Plan Purpose

All academies within Academy Transformation Trust look to ensure that all our learners receive a high-quality education from expert staff and aspire to achieve the best they can, no matter their background or ability. We promote a fundamental belief in equality of opportunity in the classroom and throughout the Trust.

Our learners have safe, supportive learning environments in which they develop, grow, and challenge themselves. We are determined that our learners will receive the very best enrichment and opportunities to help them reach their full potential and ensure they are prepared for the future, wherever it might take them. Our support for all pupils within our care extends to those pupils with added needs that require assistance to help them fulfil their potential.

Academy Transformation Trust and their Academies are committed to providing a fully accessible environment which values and includes all pupils, staff, parents, carers, and visitors regardless of their education, physical, sensory, social, spiritual, emotional, and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and want to develop a culture of inclusivity and tolerance through raising awareness, use of strengths-based language, accessibility, and education.

Academies are required under the Equality Act 2010 to have an accessibility plan. It is the responsibility of the SENDCO to complete or review this accessibility plan every year, overseen by the Principal of the Academy. The Academy plans to increase accessibility over time, working to ensure provision is accessible for all. The accessibility plan will include relevant actions to:

- Increase the extent to which pupils with disabilities can take part in the **curriculum.**
- Improve the **physical environment** of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities, and services provided.
- Improve the availability of **accessible information** to pupils with disabilities.

Our academy aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff, and governors of the academy.

Legislation

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Schools must make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of auxiliary aids or adjustments to premises.

This policy follows our funding agreement and articles of association.

Accessibility Plan

Overarching aim	Aim	Current Good Practice	Strategies to continually improve accessibility	Responsibility	Date to complete actions by	Success Criteria
Increase the extent to which pupils with disabilities can take part in the **curriculum**	Our academy offers a differentiated curriculum for all pupils.	We have a private speech therapist who visits twice a week.	Ongoing and relevant whole staff training every week and throughout the year.	All staff.	September 2025	All pupils can access their learning as the required adaptations are in place, and pupils are provided with the correct resources. Teaching and support staff are confident in how best to support pupils in their care.
		We provide one-on-one interventions as well as	Use of provision map to ensure that interventions	Teaching and support staff	September 2025	Individual and group interventions have the desired impact on the

		group speech and language interventions.	are having a relevant impact for pupils.	SENDCo to oversee.		pupils' progress towards their outcomes and achievements.
	Adaptive Teaching through 7Cs Judith Carter Model We use resources tailored to the needs of pupils who require support to access the curriculum.	We incorporate Word Aware and Colourful Semantics throughout the school, and the EYFS programme utilizes the concept cat from the Word Aware program. Adaptive teaching is integrated into our approach.	Structured staffing to ensure that the pupils are receiving the right support they need at the right time.	SLT	September 2025	Teaching staff and support staff are confident in the adaptive teaching approach.
	Curriculum resources include examples of people with disabilities.	Pupils in Reception are assessed using WELCOMM.	When a child enters Reception, they are assessed in WELCOMM. By the end of the year, they should achieve age-appropriate progress.	Speech and language	September 2025	Staff member is confident in assessing pupils in WELCOMM.
		We utilize WIDGET GO for selective pupils and communication in print across the entire school.	Widget Go is installed on two iPads, one in the Nurture room and one in Year 1.	Inclusion team	September 2025	Staff know how to use this and is confident. New staff will be taught how to access Widget go.
	Curriculum progress is tracked for all	We have access to a variety of assessments to	Staff will put progress of pupils onto FFT.	All staff.	September 2025	All staff confident in using FFT.

	pupils, including those with a disability. Targets are set effectively and are proper for pupils with additional needs.	track the progress of all pupils. We have a close working relationship with a range of outside agencies, including Speech and Language, Occupational Therapy (OT), and CADMUS Inclusion. We use their reports to track the progress of the pupils they see and to incorporate the targets they set into a holistic approach.	Staff to ensure targets and any additional support is put in place for the pupils in class and interventions. Continued of positive relationships with a range of professionals.	ALL Staff Inclusion team	September 2025 September 2025	All pupils are given the correct support at the right time for the right amount of time. Relationships with other professionals remain strong, so we can call on them when advice is needed. Their advice is acted upon so pupils can get support when needed.
	The curriculum is reviewed to make sure it meets the needs of all pupils	We ensure that all pupils have equal opportunities to access enrichment activities. For example, school visits are capped at £10 per child. We also provide free breakfast and a range of after-school clubs for all pupils.	Enrichment leads and teaching staff to check the accessibility of the visit and breakfast and after-school club.	Enrichment leads. Teaching and support staff	September 2025	Teachers and support staff will check if places of visit and after-school clubs are accessible for all pupils. Enrichment leads should oversee this.
		Our teaching assistants provide support to pupils who need extra help in	Ensure that staff read the pupils' Plan-Do-Reviews	ALL STAFF SENCO.	September 2025	Staff are confident in the Plan do reviews and will

		lessons to ensure that they reach their full potential.	and that members of the inclusion team inform relevant staff of any necessary adaptations.	Inclusion Team		read them to see what targets we can be put in place.
		We have a variety of resources available to help overcome barriers to learning, including privacy boards, pencil grips, chair bands, coloured paper, and overlays, as well as writing slopes.	Senior Leadership Team (SLT) to undertake regular lesson walks to ensure consistency across the academy.	SLT	September 2025	Senior leadership team (SLT) is confident in the consistency throughout the school.
		We use widget symbols to ensure consistency and support understanding across the school.	Subject leads to conduct a termly book review.	Subject leads	September 2025	Subject leads are confident in the consistency of the big books and exercise books.
		We have a nurture provision that offers support and resources for pupils who are unable to access the mainstream classroom.	The nurture staff are also part of the inclusion team. In nurture, we provide additional support for pupils in a smaller environment. We have a maximum of six pupils in nurture.	Inclusion team	September 2025	Staff in nurture are confident in all they do.

		One staff member is qualified to deliver ELSA (Emotional Literacy Support) every afternoon. This staff member is also qualified to deliver a bereavement program when needed.	The staff members deliver targeted programs to meet the needs of the pupils.	Inclusion team	September 2025	Staff member is confident in delivering programmes.
		The SENDCO Assistant has completed a dyslexia awareness course and can support teachers and staff to ensure pupils are supported in the correct ways. This member can also conduct visual stress assessments.	The staff members deliver targeted programs to meet the needs of the pupils.	Inclusion team	September 2025	Staff member is confident in delivering and supporting pupils and staff with dyslexia.
		Pupils know where to go if they would like to talk to a member of the safeguarding and inclusion team.	Ensure all pupils know where the relevant staff are they would like to talk to.	All pupils	September 2025	Pupils feel they have a voice that is acted upon and that there are staff that can be approached if they have a problem they wish to discuss or share. Pupils feel fully included and know they are valued members of North Walsall Primary Academy.

		We maintain a positive relationship with parents and carers. Wheelchair access is available throughout the school.	Engage with parents and carers. Update and keep relevant the risk assessments and Plan-Do-Reviews.	All staff and parents.	September 2025 September 2025	Parents and carers feel informed and included in all decisions regarding their child and their education. All risk assessments are in place and reflect pupils with additional needs.
	To ensure that the curriculum is differentiated for all pupils	All teachers are trained in using a variety of adaptive teaching methods based on the 7Cs Judith Carter Model.	Continue to audit staff training requirements and issue training to fill gaps and enhance the quality of curriculum delivery through effective adaptive teaching.	SENDCO, Teaching learning leads and Assistant principal.	September 2025	Increase access to the national curriculum for all pupils. Overcome barriers to learning through adaptive teaching and additional

			This year specifically focussing on strengthening neuroinclusive practice.			accessible resources whenever possible.
		A range of support staff are trained in delivering Makaton.	To ensure that staff trained in using Makaton regularly to enhance learning.	Trained support staff	September 2025	Ensure staff trained in Makaton are confident to deliver.
		Interventions to help pupils with their fine and gross motor skills. Some of our pupils follow exercise programs provided by occupational therapists and physiotherapists. These programs are delivered by the support staff in interventions.	Recognising strength by providing opportunities for individuals to highlight their abilities by interventions to support the pupils in their fine and gross motor skills and other inclusive practice.	All staff.	September 2025	Ensure that staff running interventions are confident about the progress of the pupils and the targets needed to reach their full potential.

	All pupils accessing the curriculum daily.	Subject leads have regular release time to monitor their respective subjects. Allocate additional time for collaboration with the SENDCO as a next step.	Subject leaders and area leads should monitor engagement and progress. All pupils should be making progress. The SENDCo, inclusion team and the principal should meet every half term to discuss and identify areas of concern.	Subject leads and teachers SENDCO Principal Inclusion team	Half-termly monitoring.	Progress is evident across the curriculum. Staff members can confidently discuss their subjects and all pupils. pupils are content at school and speak enthusiastically about their work.
		Additionally, our academy implements a comprehensive PSHE curriculum that focuses on disabilities and differences. This curriculum includes annual Relationships and Sex Education (RSE) instruction.	It is important to have a PSHE leader in the school who works closely with the SENDCo and a designated Safeguarding lead.	PSHE lead SENDCo, Inclusion and Safeguarding Lead	September 2025	Pupils feel a sense of belonging and understand diversity within our school.
			The pastoral lead should deliver targeted sessions to years 5 and 6.	Inclusion team Safeguarding and Teaching Staff	September 2025	The pastoral lead is confident in leading these targeted sessions.
		The school library offers a wide selection of books that cover themes such as diversity, families, and LGBT+.	Ensure that resources and books are regularly updated to reflect the needs of the pupils and the community.	Inclusion Team and DEI Champions	September 2025	Pupils speak positively about the variety of books available in the library

	Curriculum adapted when areas for development are identified.	Staff are beginning to use the 7Cs with more confidence and this is started to be reflected in their planning.	Half-termly planning meeting for all staff to review the curriculum. The curriculum continues to be IT-led to ensure it is suitable for all learners.	Subject leads and teachers SENDCO Assistant Principal (teaching and learning)	Half-termly monitoring	Pupils are showing progress. Curriculum changes are relevant and having an impact.
	To explore multisensory ICT software to support learning.	The IT lead (AQ) has provided training on Purple Mash to demonstrate the resources available to support all pupils. A variety of Nessy licenses have been obtained to further support pupils with their literacy. Widget Go is supporting a year 1 student with a Developmental Language Disorder.	IT led to exploring resources and working with the SENDCO. The curriculum continues to be appropriate for all learners. Nessy continues to be beneficial for learners who need it. The pupil continues to use Widget Go to express his wants and needs and to support his verbal language	SENDCO IT lead SENDCo IT Lead Teaching and Support staff SENDCo Staff in year 1	September 2025 September 2025 September 2025	Pupils are showing progress. Curriculum changes are relevant and impactful. Pupils are showing progress in the Nessy programme. The student is making progress in verbal language.

Overarching aim	Aim	Current Good Practice	Strategies to continually improve accessibility	Responsibility	Date to complete actions by	Success Criteria
Improve the **physical environment** of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities, and services provided.	All staff working within a specific year group should understand the needs within that particular year.	The school has established care plans and maintains records of any personal care provided, such as medication, changing of pupils, and any allergies or medical needs. All care plans are developed with the input of the pupil's parents and other necessary professionals.	Transition is carefully planned, and all relevant information is passed on to the next staff members. professionals like occupational therapists (OT) and speech and language therapists (SALT) visit regularly to assess the changing needs of the pupils and advise on any necessary changes.	All staff. Academy Manger	September 2025	All pupils, regardless of their needs, have access to the same educational benefits as their peers.
		Each class has a folder for pupils with special educational needs (SEN) containing pupil details, which is accessible to anyone covering the class	The Special Educational Needs and Disabilities Coordinator (SENDCo) and the inclusion team discuss the needs of the pupils with the staff during transitions or as needed.	All staff. Academy Manger	September 2025	Teachers and support staff know where to find the SEND folder within a classroom if they are required to cover it.
			Staff receive regular training from the SENDCo, as well as from	SENDCo and Inclusion	September 2025	Relevant staff are aware of the needs and are trained in any relevant needs that need to be met.

			professionals such as SALT, CADMUS, and others when necessary. To address any barriers to learning, audits are conducted to determine if our provisions and resources need updating.		September 2025	
	e.g. Access to IT Facilities	In all our classrooms, we have interactive whiteboards that allow for interactive lessons in real-time and easy lesson planning. We use dual coding to cater to the learning needs of all our pupils with limited borders, colours, and annotations on the PowerPoint. Widgets are consistently used across the school.	Continued CPD for Staff Lesson walks will be conducted by member of SLT. Continue with the subscription and use it to support parents' understanding.	SENDCo and IT lead SLT All staff.	September 2025 September 2025 September 2025	Adaptations and tweaks are in place to ensure all pupils can access the teaching and learning opportunities available. Visual aids and symbols enhance pupils' understanding.

		The background on the interactive whiteboard can be customized to meet the needs of the pupils. For example, we can change the background colour and font sizes on the PowerPoint slides.	Update and replace technology when needed.	All Staff	September 2025	Pupils with dyslexia and visual impairments have found this helpful for their day-to-day learning.
		Laptops are utilized in the classroom to support pupils who have difficulty reading from the board. They are also used to assist pupils who struggle with reading and writing, as we make use of dictation and read-aloud features.	Update and replace technology when needed.	ALL Staff to be aware of pupils with dyslexia, or any other visual impairments.	September 2025	Pupils with dyslexia and visual impairments have found this helpful for their day-to-day learning
	e.g. adapting the environment to suit need e.g. ramps, elevators, corridor width, disabled parking bays, disabled toilets and changing facilities, library	Our academy is accessible to wheelchair users. We have disabled toilets and a shower room in the nursery. In the reception area, we provide a changing bed that can be	We regularly inspect and maintain the adjustable bed to ensure it is in good working condition. Staff members must undergo training to operate the equipment safely.	SLT, Academy manger, site manager and Vertas	September 2025	The main building, inside and outside, is fully accessible to pupils, parents, and other visitors who may have a disability and wheelchair users.

	shelves and wheelchair height	adjusted to the correct height needed. The sinks are wheelchair-friendly, and our corridors are wide enough to accommodate wheelchair users.		SLT, Academy manger, site manager and Vertas	September 2025	Pupils are building their independence and self-help skills in preparation for the next stages.

	e.g. Escape routes in fire/ lock down	**LOCKDOWN** Staff will be alerted with a warning signal and a blue light through radios that are set to channel 1 in every classroom. All classrooms should have a designated area. **Fire drills.** Regular fire drills are conducted, and if any issues are identified, the plan is modified to address them.	All staff must ensure that radios are charged and switched on every day during the day, and the radio must be kept with the staff member who is responsible for the pupils at that time. Senior Leadership Team (SLT) will conduct a sweep of the academy and will use the phrase "Hide and Seek" to inform staff if they have not heard their radios. Staff must also ensure that they are familiar with the lockdown procedure and conduct a lockdown practice once a term. This practice should take place at different times of the day to cover a range of scenarios, for example, during lunchtime.	SLT to sweep. ALL STAFF to keep radio on SLT to sweep. ALL STAFF to keep radio on SLT to sweep. ALL STAFF to keep radio on	September 2025 September 2025	All pupils and staff are familiar with the lockdown procedure and know what to do. They can reach a place of safety promptly. Pupils and staff are confident in their knowledge of the fire drill procedure and know where to assemble on the playground.

	Hearing accessibility	Individual pupils who require hearing aids should remember to wear them when attending school. If a student arrives at school without their hearing aid, we will contact their parent or guardian.	The hearing-impaired specialists will come in to see the student and write a report on what they have observed. The school is notified of any changes to the student's hearing through medical notes and hospital letters to keep the care plan up to date.	SENDCo, inclusion team and teaching and support staff Academy Manger and Class Teacher	September 2025 September 2025	A hearing impairment is not a barrier to the pupils learning. Staff are aware if any changes are made to pupils hearing and if any recommendations provided, staff would follow
	Ensure accessibility to IT equipment.	Use of magnifying lenses and anti-glare lenses for the iPads installed.	Research and implement the use of software to aid the visually impaired when using the iPads.	SENDCO IT Technician	September 2025	Pupils with visual impairment will be able to interact with IT equipment, adding an additional tool to enable accessibility to IT equipment.
	Further support staff with training on technology and practices developed to assist people with disabilities.	Area of development for NWPA: SENDCO to investigate support from School Nursing Service, CADMUS, and North Star	Additional training is needed to support pupils with visual impairment/hearing loss as it is not a strength of our school.	SENDCO IT Lead Assistant principal	September 2025	Staff will be confident after training in this area

Overarching aim	Aim	Current Good Practice	Strategies to continually improve accessibility	Responsibility	Date to complete actions by	Success Criteria
Improve the availability of **accessible information** to pupils with disabilities	Our academy uses various communication methods to ensure that information is easily accessible. These methods include: - Internal signage - large print resources – Makaton - Pictorial or symbolic representations - Visual timetables - Widget Go and communication in print	Widget is used throughout the school. PECS folders are used to help pupils communicate their needs and wants. Makaton is used in the nurture program, and all nurture staff are trained in Makaton. One teaching assistant is trained to level 1 in British Sign Language. All staff should have a visual timetable displayed each day. Pupils who require a task slicer and visual timetable should have them placed on their desks. Staff should display behavioural symbols, such as "Good sitting" and "Good listening". In addition, staff should include the widget symbol of the lesson on their PowerPoint presentations.	New and refresher course for Makaton training SLT will be conducting a learning walk to demonstrate consistency throughout the school.	SENDCo and inclusion team SLT All staff. Office staff	September 2025 September 2025	Ensure that additional adults in the school are trained in Makaton, and that Makaton is used consistently and more widely within the academy. Staff should be confident in using visual timetables and written communication.

	-Posts on Class Dojo for digital access to information - Information on the website, including newsletters - Signposting information from other agencies to parents and carers for support	Staff to provide information about any clubs, courses, and training outside of school	Office staff should upload the newsletter weekly on Class Dojo and the website. Teachers and teaching assistants should post any information that parents need to know on Class Dojo.	All Staff All Staff	September 2025 September 2025	The staff should be knowledgeable about how to use ClassDojo and Twitter.

	Consider: Pupils, different needs, adult needs, staff needs, and parent/ carer needs	Staff have access to EVERY training programme including manual handling, first aid, fire safety, and GDPR.	All staff must have access to every account and training when necessary.	ALL Staff	September 2025	ensure that staff can access Continuing Professional Development (CPD) through every available portal.
		It is important to conduct thorough observations and assessments to identify pupils' needs early on.	Staff are required to "Swivel" their lessons three times a year. Every assessment will be logged onto FFT.	ALL STAFF	September 2025	Identify needs early and provide timely support.
		Pupils are promptly referred to professionals such as speech and language therapists, occupational therapists, and school nurses.	If staff believe there is a concern with a child, they should fill out a concern form for the SENDCo. The SENDCo and the inclusion team will follow up on the concern and involve outside agencies if necessary. There should be a system to follow up on referrals not receiving a satisfactory response.	ALL STAFF	September 2025	Ensure that other professionals promptly assess pupils.

		We have service level agreements with a private speech and language practitioners, and CADMUS inclusion.	We use SALT and CADMUS to provide further staff training so interventions can benefit groups of pupils as well as individuals.	SENCO Principal Outside agencies	September 2025	Pupils should receive Speech and Language Therapy (SALT) assessments quicker than if they were to wait for the NHS, and interventions should be delivered at school.
		Staff who regularly use screens receive DSE assessments to ensure that their chairs, desks, and lighting are suitable.	Staff needing assistance in their workplace will be given support.	SLT HR Academy Manager	September 2025	Provide staff with the correct equipment to conduct their roles safely.
		Any staff member with a long-term medical need can be referred to occupational health, and workplace adjustment recommendations are implemented accordingly.	Staff should be informed of these guidelines during attendance meetings, and any appointments should be discussed with the staff member to make reasonable adjustments.	SLT HR Academy Manager	September 2025	Ensure that staff receive the support they need and make any necessary reasonable adjustments for them.
		We have staff members trained to function as mental health responders	Continuous training updates should be provided, and new staff	Mental health first aiders	September 2025	Build the culture of the academy and creating a

		and mental health first aiders. A wellbeing and DEI team is available within the school.	should be informed about where to seek help. Staff members are encouraged to seek support.	Principal Inclusion and DEI Team		sense of belonging and appreciation.
		The employee assistance program (VIVUP) provides access to counselling, medical advice, and employee benefits for all employees.	Staff should be aware of the VIVUP Programme, which is displayed around the school.	SLT ALL Staff	September 2025	Ensure that staff are confident in knowing who to contact if they want to talk to someone on the VIVUP program.
		The Inclusion team in the school supports parents and directs them to other available professionals and services.	Services available to parents should continue to be shared via Class Dojo. Additionally, plan coffee mornings for parents where they can engage with service representatives.	Inclusion team	September 2025	Hold coffee mornings in schools to encourage more parents to access the services.
		We have an open-door policy, encouraging staff, pupils, and parents to feel comfortable approaching the team.	Staff, including SLT, the inclusion team, and the safeguarding team, should be available to talk to parents when needed.	ALL STAFF	September 2025	Create an environment where parents feel confident to come into school and talk with a member of staff about any problems.

	Written materials will be available in a variety of different supportive formats.	The academy collaborates with the LA and Integrated Care Partnership to screen for visual impairments and conditions. Additionally, written resources are made available in various fonts, sizes, and colours to accommodate pupils' needs. Our newsletters and important messages are posted on the school website and Class Dojo.	Please ensure to regularly review the needs of visually impaired or light-sensitive pupils, as their requirements may change. Seek support from the Visually Impaired Team if necessary. The school should make sure that the school newsletter and information bulletins can be enlarged and are available in a variety of different fonts, and are written in accessible language for parents and carers	Principal ALL STAFF	September 2025 September 2025	Pupils who have a visual impairment are not put at a disadvantage due to it. Delivery of Academy information to parent and carers, as well as the local community, is improved.
	Ensure all visitors, staff and pupils have equal and safe access to areas of the academy.	Alternative routes provided to gain entry to the library.	Ensuring that the SENCO speaks to the SLT to make them aware of potential barriers to access. Coordinate with the office staff to ensure that new starters with disabilities are identified and that all access areas are reviewed by the SENCo.	Office Staff SLT All staff.	September 2025	An SLT member and a staff member will escort wheelchair users from Essex Street to the front of the library.

		Entrances to all classrooms are accessible to all and the school corridors are accessible to all.	Visitors should be able to access all areas of the school building, and pupils should be fully included in all areas.	ALL STAFF	September 2025	All visitors are welcome to participate in academy activities and have access to all areas of the academy. This creates a more relaxed environment for all visitors and staff.
		Kitchen staff adapt menu to meet varying dietary needs and requirements.	Kitchen staff should be informed of any dietary needs, including allergies and halal requirements.	Kitchen Staff ALL STAFF	September 2025	Pupils wear lanyards to indicate any allergies or dietary needs. In the kitchen, staff have a poster with the pupil's photo and dietary needs.
	Identify pupils who have a disability prior to entry to the academy.	The attendance lead works closely with the SENDCO to make sure that all necessary information is obtained from the family about the child and	Ensuring that all information is gathered and shared between the attendance lead, office staff, and teachers.	Office staff Attendance lead SLT All staff.	September 2025	Pupils are fully included in academy life and have access to all areas of the academy and curriculum.
		Then shared with the SENDCO. The SENDCO and a member of the	This includes any needs observed during home visits, bringing them to the	SENDCo Inclusion team	September 2025	The SENDCo and the inclusion team gather all the information needed for the child.

		inclusion team will conduct appropriate home visits.	attention of the teachers, and obtaining information from parents about any involvement of outside agencies with the child.			
	Complete a risk assessment for pupils with physical disabilities upon entry to the school.	All pupils needing them have risk assessments and health care plans completed by the Academy manager	Meeting with parents/carers and SENCO must occur before start date. Pupils' needs will be met safely and competently.	SENDCO Parents Carers	September 2025	All pupils can access all areas of the academy safely.

	Enable access to all pupils with disabilities to all areas of the academy and the curriculum.	Alternative routes are available for accessing the library.	Ensuring that there are two staff members, one of whom should be a senior leadership team (SLT) member, to accompany the student in the library, and make sure that a risk assessment is in place.	SENDCO All staff. SLT	September 2025	SLT members and staff will accompany wheelchair users as they are escorted from Essex Street to the front of the library.
		Entrances to all classrooms and the school corridors are accessible to all.	Check that there are no hazards in the corridors or any areas blocking access.	ALL STAFF	September 2025	All pupils will be able to safely access all areas of the academy with assistance from staff.
		The kitchen staff adjusts the menu to accommodate different dietary needs and requirements.	Verify that pupils are wearing their lanyards and update the office with any allergy or dietary requirement information.	Kitchen Staff ALL STAFF	September 2025	Pupils wear lanyards to display any allergies or dietary needs. The kitchen staff have a poster with the pupils' photos and dietary needs.
		Teachers adjust their teaching methods and incorporate adaptive practice to cater to the individual needs of all pupils.	Share all relevant information with staff and arrange for additional resources if necessary. All pupils will participate in activities within and around the school.	ALL STAFF	September 2025	The staff are skilled in differentiating work and adapting the curriculum for the pupils.

To provide information in all formats to promote full inclusion including dual language.	Staff build strong relationships with parents. Although we are an English-speaking school, we embrace different cultures and languages, and support families by providing translations when possible.	Ensuring parents and pupils can access class dojo as any information that we post on dojo. Principal also posts important videos that the parents can listen to if parents are not confident in reading English. SENCO to consult with outside agencies for support. SENCO to consult with ATT – other school may have expertise.	SENDCO SLT Principal IT Lead	September 2025	All parents can access all school information, including policies. A two-way relationship is built with parents, and all pupils can access information. We have staff members who speak the home language and are confident in communicating with the parents when needed.

Measuring the Impact of the Policy

The Principal, Education Team and Estates team will review the Accessibility Plan annually with the SENCo and any other relevant members of staff.

The impact will be assessed through regular meetings. Improvements to the physical environment will be considered by the Regional Estates Manager.

When setting objectives, academy staff should consider how the impact of actions will be measured. The accessibility of the curriculum and shared information for pupils, staff, parents/carers, and visitors will be scrutinised as part of our academy improvement (CSI) activity. The Accessibility Policy and all other relevant policies will be evaluated and monitored for their equality impact on pupils, staff, parents/carers, and visitors. The main findings from equality impact assessments will be shared with the Local Governing Board.