Waddington All Saints Academy

Accessibility Plan

Policy/Procedure management log

Document name	Accessibility Plan
Trust approval	January 2026
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Date of review	**January 2027**

Contents

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum

- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

- Improve the availability of accessible information to disabled pupils

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.

At XXXX academy we aim to meet the obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010

- Advance equality of opportunity between people who share a protected characteristic and people who do not share it

- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

As set out in the DfE guidance on the Equality Act, the academy aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)

- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)

- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of academy societies)

At All Saints Academy we are 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 challenging negative attitudes about disability

and accessibility and to developing a culture of awareness, tolerance and inclusionThe plan will be made available online on the school website, and paper copies are available upon request.

Our academy is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our academy's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

This accessibility plan is structured to complement and support the school's Equality Objectives. We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

2. Legislation and guidance

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice and under the Equality Act 2010, 'long-term' means something which has lasted or will last for a year or more or for the rest of the affected person's life and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting visual impairments which cannot be treated with visual aids, such as by wearing spectacles or contact lenses or hearing, severe disfigurement and long-term health conditions such as ASD, ADHD, asthma, diabetes, epilepsy. Cancer, HIV and multiple sclerosis are considered to meet the definition at the point of diagnosis, irrespective of the level of impairment.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, altering processes or requirements or the provision of an auxiliary aid.

This policy complies with our funding agreement and articles of association

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Ensure the school curriculum is fully accessible to all pupils including those with a disability	*Our school offers an adapted curriculum for pupils.* *Quality first teaching is a high focus within all classrooms.* *We use resources tailored to the needs of pupils who require support to access the curriculum.* *Curriculum resources include examples of people with disabilities.* *Curriculum progress is tracked for all pupils, including those with a disability.* *Targets are set effectively and are appropriate for pupils with additional needs.*	<u>**Short term**</u> To liaise with Nursery providers to review admissions before the start of academic year	To identify pupils who may need additional provision	FS leader/SENDCO	Sept/Oct 2027	Appropriate procedures/resources are in place to support individual pupils to be able to access the curriculum.
		To ensure that all staff receive appropriate training and are well supported to be able to meet individual needs.	All staff receive appropriate support and training linked to the individual needs within their class. Teaching and Learning Policy and bespoke training covers adaptations linked to specific learning needs	Head teacher Deputy Headteacher SENDCO Teachers	Initally Autumn term, then on-going	All Child on a Pages are in place. Adaptations are clear within planning and classrooms. Teaching & Learning Policy is used as a working document by all teachers. LSAs feel well equipped within their roles. Individual

	The curriculum is reviewed to ensure it meets the needs of all pupils. *Use of visual timetables Additional aids available e.g. pencil grips, coloured overlays Specialist agencies visit regularly to support staff & pupils e.g. OTs, EdPsy, Diabetes Nurse*		. Child on a Page capture these for individuals on the SEND register. LSAs receive bespoke training as required.			needs of pupils are identified, and supported appropriately.
		To review policies to ensure they include inclusive and reflective practice	To monitor, evaluate and review current statutory policies	Headteacher SLT SENCO	Ongoing	Policies reviewed to ensure curriculum meets the needs of all pupils
		To establish close liaison with parents, in supporting individual needs of all pupils.	To promote engagement, collaboration and participation with parents/carers and school	Headteacher, SLT and SMT	Ongoing	Engagement and involvement Parents are part of the process in designing bespoke plans to support individual need. Parents feel listened to as part of the process in supporting their child. Information is communicated with parents.

		To ensure that pupils are in receipt of a broad and balanced curriculum.	To review curriculum, resources, training of teachers and support staff Complete Curriculum Audit. To seek advice and support from specialist teachers/ other professionals, as appropriate.	Headteacher, SLT TLRs	Ongoing	To respond to curriculum evaluation and needs of pupils and act accordingly. To seek advice and support from specialist teachers
		To ensure school clubs are offered and attended by all children, who are interested.	publicise clubs well, so that all pupils are aware of the offer. Identify individual children for clubs that would specifically benefit them. Make appropriate reasonable	Teachers	Ongoing	Pupils, who attend clubs, are well supported to do so. Staff liaise with parents as appropriate to ensure that the needs of individuals are met.

			adjustments to ensure that a disability does not impact on attendance at a club.			Any child with disability has the same access to clubs as other children, adjustments are in place as appropriate.
		To ensure that classrooms are organised to meet the need of all pupils.	Plan classrooms (furniture/ resources) in accordance with pupil need. Organise resources within classrooms to reflect student need. Outside agency support is accessed as necessary. Ensure classrooms are well resourced to meet individual need and purchases are made as appropriate, within budgets. This includes IT. Incorporate accessibility into any proposed structural alternatives. Provide quiet areas in school. Think beyond the ramp. Look at all	Headteacher, SENDCO, Teachers TLRs		Classrooms are well organised and support the needs of all pupils. Classrooms and individuals have the resources required to enable the curriculum to be accessed. Individual needs are identified and appropriate support is in place. All aspects of school life are accessible for all pupils. Adaptations are made within classrooms, to meet individual needs.

			accessibility in all areas of school life.			
		Medium Term To review SEN provision and attainment of pupils	Analyse Data on termly basis. Attend Home school plan meetings. Monitor adaptations in place to ensure that they are having a positive impact. Termly reviews of SEN targets to ensure that they are appropriate and supporting the pupil to make progress.	SENDCo Teachers	Termly	Termly report indicate progress B-Squared data evidences that pupils identified with a SEND need are making measureable progress from their start points. Impact of support is evident within SEN paperwork.

		To promote the involvement of disabled students in school life	To provide resources necessary such as wheelchair access, software for visually impaired, alternative communication strategies.	SENDCo/ Deputyheadteacher/ Head teacher	Ongoing	Adaptations in place for individuals- including IT, overlays, etc.
		Long Term Review targets and deliver findings to governing body	Evaluate accessibility plan. Modify/adapt accordingly	Deputy Headteacher Headteacher/Governing Body		Variety of planned activities that reflect the needs of pupils
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Door entry system • Sensory areas • Seating area in entrance for all visitors to have the opportunity to sit and rest.	To ensure accessibility for all and clarity of signs. Clear identification of room functions. To ensure access needs of all staff, Governors and Parents in the school are met for meetings, open afternoons, etc. Site manager checks include pathways, access and signage. Wheelchair routes are clear and shared, as needed.	Individual plans written, as required. Complete accessibility audit. Accessibility considered during the planning process of events. Ensure pathways are clear and in the winter checked for ice.	Academy Business Manager/ Site Manager All Staff	Ongoing	Access to school buildings and site improved as required. Access to school buildings and site improved as required. School entrance is safe and accessible for all.

	• Clear signage around the academy. • Walkways are level and deemed as safe					
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations (PECS) • Audio formats available • Homework available in alternative formats.	To ensure that plans are in place for individual disabled children and they are involved as part of the process. To ensure that admin staff and teachers are aware of any personal requirements in relation to communication.	Create access plans as required. Regularly liaise with parents to identify any specific needs. Ensure support is available for communication, as required.	Teachers/ nonteaching staff. Admin team	Ongoing	Enabling accessibility needs to be met where possible. Enabling accessibility needs to be met where possible.
Ensure Health Care Plans and Risk Assessments enable children with disabilities to have full	Individual health care plans are in place for pupils with medical needs and reviewed with parents/ carers	To ensure Health Care Plans and Risk Assessments effectively support full participation in for all pupils to access all	Review and update all Health Care Plans and Risk Assessments at least annually and update when needs change- open	(SA, NB, MJ, CW)	Annually Termly, where necessary	All pupils with medical or additional access needs have an up-to-date Health Care Plan agreed with parents/carers and

access as far as possible	Healthcare information in folders, accessible to class teachers and staff. Advice sought from specialist advisors where relevant Statements and EHCP are used to create individual programs of study Risk assessments are completed for activities, trips and transitions with consideration of additional needs and adaptations. Communication between families, SENDCo, class teachers and staff ensures emerging needs are promptly identified. Additional adaptations are provided as recommended by specialists.	parts of the curriculum, school life, school events and activities.	communication with parents. Risk Assessments clearly identify barriers to access and identify specific support/adaptations required. Continue to ensure that relevant staff receive training and briefings on pupils' Health Care Plans before deployment. Include pupil and parent voice in the creation and review of plans to reflect real experiences and preferences. Coordinate with external professionals to update plans and implement recommendations. Embed HCPs/Risk Assessments into			specialists where appropriate. Risk Assessments include clear actions to remove barriers to participation for pupils. Staff report they are confident and aware of their responsibilities in supporting pupils named in HCPs. There is evidence of reasonable adjustments being implemented in lessons, trips and wider school life. Feedback from pupils and parents indicates confidence in school's ability to meet health, safety and participation needs. Reviews show a reduction in incidents or barriers that previously limited

			planning for all school activities**.** Monitor implementation and follow up Health Care Plans and Risk Assessments**.** ⬜Maintain a central, accessible system so that all staff can easily view required plans and associated risk assessments.			access to learning or activities.
Staff to be aware of Accessibility Plan and show that they are using it within their teaching and learning	The Accessibility Plan is shared with staff and is available on the school's shared drive. SEND information and accessibility needs of pupils are communicated with staff as necessary, planning meetings, handover meetings and pupil profiles are in place where necessary. Teachers are trained and plan for a range of needs using adaptive teaching strategies.	To embed the Accessibility Plan into everyday teaching and learning so that inclusive practice and reasonable adjustments are consistently implemented by all staff.	Ensure all staff, including new staff, are familiar with the Accessibility Plan through induction, staff meetings and updates. Continue to ensure that training and CPD is provided focused on inclusive, adaptive teaching strategies and	(SLT, SA, MJ, CW)		All staff can demonstrate knowledge of the Accessibility Plan and their role in implementing it. Lesson planning and classroom practice reflect appropriate adaptations Observations and learning walks show inclusive teaching

	Reasonable adjustments are made within classrooms to support access to learning for all pupils. SENCO provides advice, guidance and monitoring to staff on accessibility and inclusion. *Support for individuals and their personalised needs identified in teachers planning*		reasonable adjustments. Support staff to reference adaptations in planning, including lesson plans and provision maps. Monitor teaching and learning to ensure adaptations are being implemented consistently. Use coaching and feedback to support staff in embedding inclusive practice. Share good practice across the school to promote consistency and confidence. Ensure accessibility is considered in curriculum development, assessment and classroom environments.			strategies are embedded. Staff confidence in meeting accessibility needs increases, evidenced through feedback and CPD evaluation. All pupils are able to access learning effectively and make progress alongside their peers. Accessibility considerations are consistently reflected in teaching, learning and curriculum decisions.

			Review staff understanding regularly through audits, feedback and professional dialogue.			

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by Academy Governing Body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report and policy
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				

Appendix 2: Accessibility plan checklist

This checklist is based on the DfE's advice on the Equality Act 2010.

WHAT TO COVER	TIPS
☐ Your accessibility plan must set out how your academy aims to: • Increase the extent to which disabled pupils can participate in the curriculum • Improve its physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided • Improve the availability of accessible information to disabled pupils	An audit could help you to identify potential barriers to access and what you could do about them. For example: • Are all the shelves in the library accessible to all? • Is there adequate lighting in all areas? • Is information provided in large print, Braille, etc.? • Do the curriculum and resources include examples of people with disabilities?
☐ Policy introduction	What is the purpose of the policy? What legislation does it comply with? How does it help your academy meet its aims and values?
☐ Details of how you will make the academy's curriculum, physical environment and information more accessible for people with disabilities	This section of the policy could include: • Targets • The strategies you will employ to meet these targets • Timescales • Who is responsible for particular targets/strategies • Success criteria
☐ Monitoring and evaluating the plan	When was the plan approved? When will it be reviewed? By whom?