Accessibility Plan 2026 - 2029

Revision History

Version	Date	Author	Summary of changes

This Accessibility Plan will be published on the academy website and should be read in conjunction with the following school policies: Behaviour Policy, Curriculum Policy, Emergency Plan, Equal Opportunities Policy, Health and Safety Policy, Academy Improvement Plan, Special Educational Needs Policy.

Introduction

Schools/academies are required under the Equality Act 2010 to have an accessibility plan.

The purpose of the plan is to:

- Increase the extent to which children and young people with disabilities can participate in the curriculum
- Improve the physical environment of the academy to enable children and young people with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to children and young people with disabilities

Our academy aims to treat all it's children and young people fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Key Principles

All disabled children and young people should have equal access to education.

The academy has adopted this Accessibility Plan in line with the academy's Special Educational Needs (SEND) policy with the aim of ensuring that our academy is socially and academically inclusive, that all children and young people have access to a full curriculum, and that all children and young people are appropriately challenged and/or supported.

This plan will run from September 2026 be reviewed in September 2027.

This Accessibility Plan provides an outline of how the academy will manage this part of the SEND provision. Please refer to our Special Educational Needs Policy for an outline of our full provision to support children and young people with SEND. This can be found on the academy website.

The table below is based on our current assessment of accessibility for children and young people with SEND. It sets out priorities across the academy in a number of areas and the relevant timescales for action to increase accessibility for children and young people with SEND.

Progress on these measures will be updated annually and reported to the local governing body.

Aims and Objectives

- **Objective 1- Curriculum**
  Increasing the extent to which children with disabilities can participate in the academy curriculum

- **Objective 2: Improving the Physical Environment of the Academy**
  To continuously improve the physical environment of the academy by removing barriers to access and ensuring that all areas, facilities, and outdoor spaces are accessible, welcoming, and inclusive for the whole school community.

- **Objective 3: Improving Information Delivery to Children with Disabilities and their Families**
  To ensure that information is communicated in accessible, inclusive and effective ways so that all pupils, parents and carers, including those with disabilities, additional needs and English as an Additional Language, can fully engage with and participate in academy life.

- **Objective 4- Attendance Accessibility**
  To ensure all pupils, particularly those with disabilities, SEND and disadvantaged backgrounds, can access education regularly by identifying and removing barriers to attendance, providing responsive support, and promoting equitable attendance outcomes across the academy.

- **Objective 5- Behaviour, Safety & SEMH Accessibility**
  To create a safe, inclusive and emotionally accessible environment where all pupils, particularly those with SEND, disabilities and other vulnerable characteristics, are supported to regulate their emotions, engage positively with school life, and achieve equitable behaviour and wellbeing outcomes.

Responsibilities

The academy recognises it has a statutory duty to identify and support children and young people with disabilities.

Board of Trustees will:

- Uphold and review the principles of the Equality Policy

- Monitor that all children and young people have equal opportunities to engage and learn, with support provided as appropriate and reasonable
- Ensure that persons with disabilities are supported with individual provision as appropriate and reasonable in order that they can carry out their work effectively without barriers.

Senior Leadership Team will:

• Ensure that the principles of the Equality Policy are upheld in practice

• Provide appropriate resources to support children and young people with disabilities

• Ensure that appropriate and reasonable adjustments to facilities and practice are made to accommodate children and young people with disabilities where necessary

All Staff will:

• Ensure that all children and young people have equal opportunities to engage and learn, with support provided as appropriate and reasonable

Physical Environments

Our site comprises three buildings (Main School, Acorns (separate SEND building), Two year old building), these are all wheelchair accessible, with disabled toilets in Main School and Acorns, and a stair lift for hall access. The Acorns unit has a hearing loop. The playgrounds and pathways are flat. Recent works include accessibility improvements to outdoor play spaces and all edges of steps around site have now been painted yellow for people visually impaired.

The Parent – Teacher Partnership

Parents are asked about their child's medical details and allergies on admission and details are recorded on the Djanogly Strelley Academy admission form as appropriate. Details of any medication or specific medical requirements are then discussed and recorded in more detail in the Medicines Log and Medical Tracker. Information is shared appropriately and reviewed regularly with key staff, parents and the child themselves. Some children may have an individual healthcare plan or medical plan where their condition/needs are more complex. We will consult with parents and appropriate experts when a new child with disabilities is seeking admission or if personal circumstances change for a child already on roll.

Please see the 'Supporting pupils with Medical Conditions' policy.

Inclusion & Equality

We absolutely believe that all children and young people should have a full, broad and balanced curriculum and are given an opportunity to have a breadth of experiences. It is the responsibility of all staff to ensure that children and young people are supported and challenged as appropriate to their individual need.

Action Plan

Aim	Actions	Person Responsible	Date to complete actions by	Success Criteria
Objective 1- Curriculum Increasing the extent to which children with disabilities can participate in the academy curriculum				

Ensure that pupils with disabilities are able to participate fully in Physical Education lessons.	• Class teachers, sports coaches and the SENDCo will work together to identify and implement appropriate adaptations to PE activities. • Individual pupil needs will be discussed regularly to ensure full and meaningful participation alongside peers. • Appropriate staff training and professional development will be provided where specific adaptations or medical needs require additional knowledge or skills. • Pupils attending Acorns (ASD Focused Provision) will have planned access to PE facilities, equipment and resources. • The Oakfield specialist teacher will provide guidance and support to enable curriculum access for pupils with complex medical or physical needs.	Class Teachers, Sports Coach, SENDCo, Acorns Staff, Oakfield Specialist Teacher	Ongoing throughout each academic year, with regular review through the academy's SEND, curriculum and quality assurance processes.	• All pupils with disabilities participate in PE lessons alongside their peers wherever appropriate. • Required adaptations and reasonable adjustments are identified and implemented. • Staff report confidence in supporting individual pupil needs during PE. • Pupil voice indicates positive experiences and inclusion in PE activities. • No pupil is excluded from PE due to unmet support needs.
Ensure that all pupils have the opportunity to participate in swimming lessons.	• Liaise with leisure centre staff to ensure appropriate support is available for changing, pool access and participation. • Provide any reasonable adjustments, specialist equipment or additional adult support required. • Ensure pupils attending Acorns have planned access to swimming sessions and appropriate resources.	Class Teachers, Swimming Lead, SENDCo, Acorns Staff	Ongoing throughout each academic year, with regular review through the academy's SEND, curriculum and quality assurance processes.	• All pupils can access swimming lessons through appropriate support and reasonable adjustments. • Individual risk assessments and support arrangements are in place where required. • Attendance and participation rates for pupils with disabilities are in line with those of their peers. • Parents and pupils report that support arrangements are effective.

Ensure that all pupils can access educational visits and wider enrichment opportunities wherever possible.	• Risk assessments will consider the needs of pupils with disabilities and identify any reasonable adjustments required. • Appropriate transport, equipment and adult support will be arranged to enable participation. • Visit leaders will ensure that venues and activities are suitable and accessible. • Educational visits will be planned to ensure inclusion of pupils attending Acorns.	Class Teachers, Senior Leaders, Educational Visits Coordinator	Ongoing throughout each academic year, with regular review through the academy's SEND, curriculum and quality assurance processes.	• All visits consider accessibility during the planning process. • Pupils with disabilities attend educational visits and enrichment activities at rates comparable to their peers. • Appropriate transport, staffing and support arrangements are secured where required. • Any barriers to participation are identified and addressed in advance.
Ensure that the needs of pupils with disabilities are identified and planned for effectively from admission.	• Work closely with parents/carers during admission and transition processes. • Seek advice and support from external agencies and professionals where appropriate. • Assess the academy's capacity to meet identified needs and implement reasonable adjustments where required. • Develop individual support plans and One Page Profiles to support consistency of provision. • Ensure key information is accessible to all relevant staff, including supply and cover staff.	SENDCo, Class Teachers, Office Staff	Ongoing throughout each academic year, with regular review through the academy's SEND, curriculum and quality assurance processes.	• Information about pupils' needs is gathered before or at the point of admission. • Individual support plans and One Page Profiles are in place where required. • Staff can clearly describe the support needed for identified pupils. • Transition arrangements support pupils and families effectively. • Parents report that communication and support during transition are positive.

Ensure that pupils with English as an Additional Language can access learning and participate fully in the curriculum.	• Use visual supports, Communicate in Print resources and adapted materials to aid understanding. • Maintain a welcoming and inclusive environment through multilingual displays and resources. • Develop and implement a consistent whole-school approach to supporting pupils who are new to English. • Monitor progress and provide targeted support where appropriate.	EAL lead Literacy lead Phonics lead Curriculum lead.	Ongoing throughout each academic year, with regular review through the academy's SEND, curriculum and quality assurance processes.	• Appropriate visual, bilingual and adapted resources are used consistently. • New arrivals settle successfully into the school environment. • EAL pupils make expected progress from their starting points. • Staff consistently implement the school's agreed EAL approach. • Pupils demonstrate increasing confidence in accessing learning and participating in school life.
Ensure that staff have the knowledge, understanding and skills required to support pupils with disabilities effectively.	• Maintain awareness of the academy's SEND Core Offer. • Provide regular training and professional development opportunities. • Identify emerging staff training needs through monitoring and discussion. • Deliver appropriate induction and ongoing training for new staff. • Work collaboratively with external agencies and specialists to enhance staff expertise.	SENDCo, Assistant SENDCo, Senior Leadership Team	Ongoing throughout each academic year, with regular review through the academy's SEND, curriculum and quality assurance processes.	• Relevant staff receive appropriate training and professional development. • Staff demonstrate increased confidence in meeting pupils' needs. • Teaching observations show effective adaptive practice and reasonable adjustments. • New staff receive induction training related to SEND and accessibility. • Recommendations from external professionals are implemented effectively.

Ensure that the curriculum reflects and celebrates diversity and promotes inclusion for all pupils.	• Regularly audit curriculum content to ensure representation of diverse backgrounds, experiences and protected characteristics. • Include a wide range of positive role models within curriculum planning. • Provide dual-language, visual and accessible texts where appropriate. • Explicitly teach and revisit key vocabulary to support understanding and engagement. • Promote an anti-bias approach that challenges stereotypes and fosters respect, equality and belonging.	Curriculum Lead, Subject Leaders, Senior Leaders	Ongoing throughout each academic year, with regular review through the academy's SEND, curriculum and quality assurance processes.	• Curriculum audits demonstrate representation of diverse backgrounds, cultures and protected characteristics. • Diverse and positive role models are visible across curriculum subjects. • Accessible and inclusive teaching resources are available and used. • Pupils demonstrate respect for diversity and an understanding of equality and inclusion. • Feedback from pupils indicates that they feel represented and valued within the curriculum.
Ensure that all staff understand and appropriately respond to the needs of pupils with disabilities.	• Maintain accurate and up-to-date pupil information on Edukey • Ensure all relevant staff are aware of pupil needs, support plans and reasonable adjustments. • Monitor provision through quality assurance activities, lesson observations and learning walks. • Expect all staff to familiarise themselves with the needs of pupils they teach and make appropriate adaptations to teaching and learning.	SENDCo, Assistant SENDCo, All Staff	Ongoing throughout each academic year, with regular review through the academy's SEND, curriculum and quality assurance processes.	• All pupils with identified disabilities are accurately recorded on Edukey. • Staff can access and understand relevant pupil information and support plans. • Quality assurance activities demonstrate that staff are adapting practice appropriately. • SEND information is shared effectively with temporary, supply and cover staff. • Pupils with disabilities report that they receive the support they need to access learning.

Objective 2: Improving the Physical Environment of the Academy

To continuously improve the physical environment of the academy by removing barriers to access and ensuring that all areas, facilities, and outdoor spaces are accessible, welcoming, and inclusive for the whole school community.

Aim	Actions	Person Responsible	Date to complete actions by	Success Criteria
Improve accessibility of outdoor learning and play environments.	Remove barriers to access; replace brick planter with gentle slope; review outdoor provision for mobility needs.	SLT Office staff Attendance lead SENCO Site staff	Ongoing throughout each academic year, with regular review through the academy's SEND, curriculum and quality assurance processes.	All pupils can access outdoor areas safely; pupils with mobility needs move independently wherever possible; barriers are removed or minimised.
Maintain and further improve accessibility throughout the academy building.	Conduct accessibility audits; review door widths, routes and layouts; consult wheelchair users; implement reasonable adjustments.	SLT Office staff Attendance lead SENCO Site staff	Ongoing throughout each academic year, with regular review through the academy's SEND, curriculum and quality assurance processes.	Accessibility audits demonstrate improvements; key areas are accessible; identified barriers are addressed in a timely manner.
Improve access to school facilities for parents, carers and visitors.	Investigate ramped access from foyer to hall; consider needs of wheelchair users and pushchairs; review accessibility for events and meetings.	SLT Office staff SENCO Site staff	Ongoing throughout each academic year, with regular review through the academy's SEND, curriculum and quality assurance processes.	Parents, carers and visitors can access facilities more easily; attendance is not limited by accessibility barriers; positive feedback is received.
Develop and maintain sensory-friendly environments that	Create calm corners and quiet rooms; develop shaded outdoor areas; provide sensory toolkits; review provision regularly.	SLT Office staff	Ongoing throughout each academic year, with regular review through the academy's	Sensory-friendly spaces are available and used effectively; pupils show improved self-regulation; incidents linked to dysregulation

support pupils emotional regulation, wellbeing and access to learning. Improve the accessibility and inclusivity of unstructured times, including playtimes and lunchtimes.		Attendance lead SENCO Site staff	SEND, curriculum and quality assurance processes.	reduce; staff use sensory resources appropriately.
	Develop playground zones; train lunchtime staff in restorative approaches; use visual routines and social stories; review behaviour and wellbeing data.	SLT Office staff Attendance lead SENCO Site staff	Ongoing throughout each academic year, with regular review through the academy's SEND, curriculum and quality assurance processes.	Pupils with SEND and disabilities participate confidently; behaviour incidents reduce; pupils feel safe and included; staff use restorative approaches consistently.
Ensure signage, displays and the physical environment are inclusive, accessible and representative of the academy community.	Install symbol and dual-language signage; review accessibility of information; ensure displays reflect diversity; involve SEND and EAL pupil groups.	SLT Office staff Attendance lead SENCO Site staff	Ongoing throughout each academic year, with regular review through the academy's SEND, curriculum and quality assurance processes.	Signage supports independent navigation; information is accessible; displays reflect diversity and pupil voice; pupils feel represented and valued.
Objective 3: Improving Information Delivery to Children with Disabilities and their Families To ensure that information is communicated in accessible, inclusive and effective ways so that all pupils, parents and carers, including those with disabilities, additional needs and English as an Additional Language, can fully engage with and participate in academy life.				
Ensure the academy identifies and meets the communication and information needs of pupils with disabilities from admission onwards.	Meet with parents/carers during the admission process; gather information about communication, accessibility and support needs; seek advice from external professionals where appropriate; assess the academy's capacity to provide support; develop and regularly review individual support plans.	SENCO Office staff SLT Attendance lead	Ongoing throughout each academic year, with regular review through the academy's SEND, curriculum and quality assurance processes.	Individual needs are identified at or before admission; support plans are in place and regularly reviewed; communication barriers are addressed promptly; pupils and families report a positive transition and ongoing support.
Ensure that academy information is accessible to all pupils, parents and carers.	Review information published on the academy website; ensure families are aware that accessible versions of documents are available; provide paper copies of letters	SENCO Office staff SLT	Ongoing throughout each academic year, with regular review through the academy's	Information is available in a range of accessible formats; parents and carers can access key information easily; requests for

	and policies through the school office on request; regularly review information for accessibility and clarity.	Attendance lead	SEND, curriculum and quality assurance processes.	alternative formats are met promptly; positive feedback is received from families.
Improve communication and engagement with parents and carers who use English as an Additional Language (EAL).	Use the Class Dojo translation function for class and school communications; gather feedback through EAL parent voice activities and consultations; identify communication barriers and implement improvements based on feedback.	SENCO Office staff SLT Attendance lead EAL lead	Ongoing throughout each academic year, with regular review through the academy's SEND, curriculum and quality assurance processes.	EAL families report improved understanding of school communications; parent engagement increases; communication barriers are reduced; feedback informs ongoing improvements.
Provide multilingual access to key academy communications.	Translate core documents, including welcome packs, attendance letters, medical forms and trip letters, into the academy's most commonly spoken home languages, including Polish, Arabic, Urdu, Kurdish and Portuguese; review translations annually.	SENCO Office staff SLT Attendance lead EAL lead	Ongoing throughout each academic year, with regular review through the academy's SEND, curriculum and quality assurance processes.	Key information is available in families' preferred languages; parents demonstrate improved understanding of important communications; language-related barriers to engagement reduce.
Develop alternative formats to improve accessibility for pupils, parents and carers with additional communication needs.	Produce easy-read versions of essential documents; provide audio versions where appropriate; add alternative text to website images; ensure website content is compatible with screen readers and accessibility tools; review compliance regularly.	SENCO Office staff SLT Attendance lead EAL	Ongoing throughout each academic year, with regular review through the academy's SEND, curriculum and quality assurance processes.	Essential information is accessible to a wider range of users; website accessibility improves; pupils and families with additional needs can access information independently wherever possible.
Promote digital inclusion and ensure equitable access to academy information.	Offer printed copies and office collection services for families with limited digital access; provide telephone support where needed; publish key dates and important information in multiple formats and through multiple communication channels.	SENCO Office staff SLT Attendance lead IT team	Ongoing throughout each academic year, with regular review through the academy's SEND, curriculum and quality assurance processes.	Families can access information regardless of digital access or confidence; important dates and messages are consistently received; fewer families report difficulties accessing academy communication
Objective 4- Attendance Accessibility				

To ensure all pupils, particularly those with disabilities, SEND and disadvantaged backgrounds, can access education regularly by identifying and removing barriers to attendance, providing responsive support, and promoting equitable attendance outcomes across the academy.				
Reduce barriers to attendance for pupils with disabilities, SEND and disadvantaged pupils.	Develop personalised attendance plans for identified pupils; hold regular meetings between the SENCO and Attendance Lead to review attendance concerns and plan interventions; monitor progress and review support regularly.	Attendance lead SENCO	Ongoing throughout each academic year, with regular review through the academy's SEND, curriculum and quality assurance processes.	Attendance plans are in place for identified pupils; attendance improves over time; barriers are identified and addressed promptly; persistent absence rates reduce for targeted groups.
Ensure attendance systems and processes are responsive to individual needs.	Implement flexible start-of-day routines where appropriate; make reasonable adjustments to support attendance; work with families and staff to identify effective strategies that enable pupils to attend regularly.	Attendance lead SENCO	Ongoing throughout each academic year, with regular review through the academy's SEND, curriculum and quality assurance processes.	Pupils are supported to attend school consistently; anxiety and attendance-related barriers are reduced; families report that support is effective and responsive to individual needs.
Support families to overcome practical barriers to attendance.	Work collaboratively with families to identify and resolve attendance challenges; provide transport-related support and problem-solving where appropriate; signpost families to relevant services and sources of assistance.	Attendance lead SENCO All staff	Ongoing throughout each academic year, with regular review through the academy's SEND, curriculum and quality assurance processes.	Practical barriers are reduced or removed; families engage positively with support offered; attendance improves for pupils affected by transport or other access difficulties.
Ensure attendance information is accessible and understood by all families.	Provide multilingual attendance guidance and key attendance information in accessible formats; utilise translation tools and interpretation support where required; communicate attendance expectations clearly and sensitively.	Attendance lead SENCO Office lead	Ongoing throughout each academic year, with regular review through the academy's SEND, curriculum and quality assurance processes.	Families demonstrate an improved understanding of attendance expectations and support available; communication is accessible; engagement with attendance initiatives increases across all groups.
Monitor attendance outcomes and promote	Analyse attendance and persistent absence data for pupils with SEND, disabilities and disadvantaged backgrounds; review trends regularly; report progress	Attendance lead SENCO	Ongoing throughout each academic year, with regular review through the academy's	Attendance data shows improved outcomes for key groups; governors receive regular reports and challenge appropriately;

accountability for inclusion.	and outcomes to governors on a termly basis; use findings to inform future actions.	Office lead	SEND, curriculum and quality assurance processes.	interventions are targeted effectively; gaps in attendance between groups reduce over time.
Objective 5- Behaviour, Safety & SEMH Accessibility To create a safe,inclusive and emotionally accessible environment where all pupils, particularly those with SEND, disabilities and other vulnerable characteristics, are supported to regulate their emotions, engage positively with school life, and achieve equitable behaviour and wellbeing outcomes.				
Reduce behaviour inequalities and improve emotional accessibility for pupils with SEND, disabilities and other vulnerable groups.	Embed restorative practices and trauma-informed approaches across the academy; provide staff training and ongoing support to ensure consistent implementation.	Pastoral lead Learning mentors SENCO SLT	Ongoing throughout each academic year, with regular review through the academy's SEND, curriculum and quality assurance processes.	Staff apply restorative and trauma-informed approaches consistently; pupils report feeling understood and supported; behaviour inequalities reduce over time.
Develop accessible emotional regulation and wellbeing support for pupils.	Create and maintain regulation spaces, calm areas and wellbeing resources; ensure pupils know how and when to access support; review provision regularly to meet emerging needs.	Pastoral lead Learning mentors SENCO SLT	Ongoing throughout each academic year, with regular review through the academy's SEND, curriculum and quality assurance processes.	Regulation spaces are used effectively; pupils demonstrate improved self-regulation skills; incidents linked to emotional dysregulation reduce; pupils feel safe and supported.
Improve pupils' understanding of routines, expectations and safety procedures.	Use pre-teaching of routines, transitions and expectations; provide visual supports, social stories and adapted resources where needed; reinforce expectations through consistent practice.	Pastoral lead Learning mentors SENCO SLT	Ongoing throughout each academic year, with regular review through the academy's SEND, curriculum and quality assurance processes.	Pupils understand and follow routines with greater confidence; anxiety relating to transitions and expectations is reduced; incidents related to misunderstandings decrease.
Ensure reasonable adjustments are consistently identified, recorded and implemented.	Record adjustments required for individual pupils on class overviews and support plans; communicate adjustments to all relevant staff; review effectiveness regularly.	Pastoral lead Learning mentors SENCO SLT	Ongoing throughout each academic year, with regular review through the academy's SEND, curriculum and quality assurance processes.	Staff are aware of and implement reasonable adjustments consistently; pupils can access learning and school life successfully; adjustments are reviewed and updated as required.

Use behaviour and safety data to identify barriers and improve inclusion.	Track behaviour, safety and wellbeing incidents by SEND, EAL, Pupil Premium and ethnicity; analyse trends; implement targeted interventions and adjust provision accordingly; report findings to leaders and governors.	Pastoral lead Learning mentors SENCO SLT	Ongoing throughout each academic year, with regular review through the academy's SEND, curriculum and quality assurance processes.	Behaviour incidents and suspensions reduce for identified groups; disparities between groups decrease; interventions are evidence-based and effective; governors are informed of progress and outcomes.