



Ludus Admirandus

Academy @ Worden

Accessibility Plan 2025-2026

1. The purpose of the Plan

This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

This accessibility plan ensures that we continue to improve all aspects of the physical environment of the school site, the curriculum and written information so that all students with a disability can take full advantage of the education and associated opportunities provided by Academy@Worden.

1.1 Linked Documents

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Equality Policy
- Health & Safety Policy
- Special Educational Needs Policy
- School Behaviour Policy
- Asset Management Plan
- Safeguarding Policy
- Local Offer

1.2 Definition of Disability (Equality Act 2010)

“A person has a disability 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 carry out normal day to day activities”. Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA ‘substantial’ means ‘more than minor or trivial’. ‘Long-term’ means has lasted or is likely to last more than 12 months.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil’s ability to carry out normal day-to-day activities is adverse, substantial and long-term.

A significant number of pupils are therefore included in the definition.

Normal day-to-day activity

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;

- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

The Accessibility Plan is structured to complement and support the school's Equality Objectives. We are committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to reinforcing our culture of inclusion, support and awareness within the school.

2.0 Increasing the extent to which disabled pupils can participate in the school curriculum

2.1 The Current Position

We believe that we have made good progress in the following areas:

- Establishing a supportive pastoral system which encourages and supports all students;
- Developing a growth mindset focused ethos, where the positive behaviours which lead to success are celebrated rather than attainment and where students understand that setbacks are not necessarily failures;
- The use of outside agencies, such as Key, Children and Family Wellbeing Services, SEND services and Inclusion Solutions to support specific pupils in the development of confidence and self-esteem;
- Advanced planning for students based on good information from primary partners;
- The use of Cognitive Ability Tests to inform transition decisions and to ensure a rapid progress;
- Transition of pupils with special needs from primary to secondary education through the transition process
- Liaison with external services and agencies regarding individual pupils (physical, sensory, behaviour);
- Ensuring the effective use of TAs both within and beyond the classroom;
- Timely reminders of key support strategies for those with additional needs through the bulletin and on SEND emails to whole staff;
- Ensuring that Access Arrangements are made for external examinations (Extra time / Reader/ laptops etc.);
- Provision of a tailor-made programme of breakfast, break and lunchtime activities to support and develop all students;
- The creation of annually reviewed Option Pathways / career guidance to ensure students select appropriate KS4 courses; Provision of SEND specific training for TAs and teaching staff; training in inclusion strategies through Teaching & Learning INSET/CPD
- Regular CPD sessions covering pupils with specific learning barriers e.g. Aspergers, Hearing Impaired and Autistic spectrum disorders.
- The use of a range of teaching methods and styles to facilitate access for all students – e.g. appropriate use of language, targeted questioning, adaptive teaching, dual coding, interleaving etc;
- Use of software (e.g. IDL, Bedrock Vocabulary, Sparx maths and Sparx reader) to provide specific/targeted support in literacy and numeracy;
- Liaison with local colleges, and other post-16 providers, to ensure a smooth KS4-5 transition.

- NGRT Reading Age tests are used to track literacy progression (spelling and reading) from Years 7 to 11, enabling the identification of specific weaknesses and implementation of appropriate interventions.
- Staff and governors are aware of their responsibilities and requirements under the new legislation.
- SEND advice is given, via Synergy, on classroom layout for pupils with disability. For example, Hearing Impaired pupils should be near the front at the appropriate side of the room; staff should avoid speaking with back turned towards them when writing on the board.
- Advice and guidance for all pupils with SEND is located in Synergy. It offers clear, regularly updated guidance to staff on how to get the best from the students.
- Lessons are for all to achieve in. Work is adapted as necessary. A number of Teaching Assistants are employed within school to facilitate access.
- Access is enhanced and provided by effective deployment of Teaching Assistants

2.2 Priorities for 2025-2026

- To encourage all students to participate in whole school leadership opportunities and extra-curricular programmes;
- To ensure all students have careers contact through careers interviews and Futures Days;
- To tailor our curriculum, offer to adapt to the specific needs within each Year group and manage the provision for transient students more effectively;
- To continue to evaluate and evolve the non-teaching pastoral team to support the wider needs (specifically connected to safeguarding) of our most vulnerable pupils;
- To further develop the use of SMID and SIMS to improve the recording and monitoring of pupil data;
- To ensure all staff receive quality CPD, ensuring they have the full toolkit of strategies needed to successfully teach students with disabilities;
- To evaluate the full range of qualifications available to ensure our students are given the best opportunities to succeed;
- To ensure close liaison between SEND and pastoral/safeguarding staff to ensure all pupils, including those with SEND, are kept safe;
- To work more collaboratively with colleagues in local schools in order to develop best practice.

3.0 Improving the physical environment of the school

3.1 The Current Position

- The majority of our site is wheelchair accessible
- Ramps have been added to the main entrances.
- There are also a couple of designated parking spaces in close proximity to the main school entrance.
- Parents have the opportunity to request access arrangements at Parents' Evenings;
- Accessibility toilet facility available in the main Westfield building
- A physical environment that is safe and welcoming;
- Handrails on all stairs;
- Clear visual signage;

- We cater for disabilities in our transport arrangements including sports / PE coaches /school car bookings;
- We re-room classes to ensure disabled pupils have full access to their timetable wherever possible.
- We support students with mobility difficulties by special arrangements e.g. being allowed to leave lessons 2 minutes early;
- School visits take into account students with disabilities. Visits are planned for in advance; an assessment is undertaken of accessibility as necessary;
- We ensure staff have the necessary training to teach and support students with disabilities as necessary, and regularly assess training requirements for new staff or with regards to new need;
- We plan lessons responsive to pupil diversity. Projects and lessons that educate the whole community of disability, e.g. PSHE Days and employment of peer tutoring techniques are used;
- We annually review our emergency evacuation policy to ensure that physically disabled or immobile individuals are fully considered;
- We will give due consideration for any new build / major upgrade to incorporate full access arrangements for disabled people, including suitable furniture (adjustable) and fittings (e.g. non-slip flooring).

3.2 Priorities for 2025-2026

- To continue to improve access to the physical environment for all, ensuring the highest levels of safety
- To improve facilities for the Hearing Impaired by investigating the installation of loop systems
- Review all information and ensure that it is accessible to pupils, staff, parents and visitors.
- To address any concerns arising from the annual site inspection or new pupil intake.

4.0 Improving the delivery to disabled stakeholders of information that is provided in writing for those who are not disabled:

4.1 The Current Position

- All key documents are available on our website and as paper copies by request, these are updated annually;
- Information regarding school events and specific pupils is regularly communicated home via Synergy;
- Translators and interpreters are permitted at parents' evenings and meetings if required;
- Private rooms are available for parents' evenings when required;
- Facilities are available to enlarge and modify resources used by VI pupils;
- Documents following all reviews are emailed to the family and can be printed in hard copy upon request;
- Phone call contact encouraged with the SENDCo if written communication problematic for the family;
- Synergy is used to inform parents and pupils of achievements and concern. This online platform also has a wellbeing facility, enabling both students and their carers to raise emotional health and wellbeing issues with pastoral staff 24/7.