

Fortis Academy: Accessibility Plan



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This policy is to be read in conjunction with the SEND Policy, SEND Information Report and Equality Policy

Overview:

Period covered: September 2025 – July 2028

Review frequency: Every 3 years (or sooner if required)

Responsibility: Academy Council and SENDCo

1. Aims

Fortis Academy is committed to ensuring that all pupils, staff, parents and visitors have equal access to the curriculum, the physical environment and information. This plan supports our ethos of **enriching lives** by building character, resilience and aspiration for every pupil. This Accessibility Plan sets out how we will:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment of the school to increase access.
- Improve the delivery of accessible information to disabled pupils and their families.

It complies with the duties of the **Equality Act 2010**.

2. Current Position

The SEND Policy (2025-26) confirms our commitment to:

- Embedding the graduated response and APDR cycle.
- Using Individual Plans and Pupil Passports to support access.
- Delivering inclusive classroom practice through CPD and staff training.
- Ensuring compliance with the Equality Act 2010 by publishing an Accessibility Plan.

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This plan provides the practical framework for those commitments.

3. Accessibility Objectives

Strand 1: Access to the Curriculum

Objective	Actions	Success Criteria
Ensure pupils with SEND and disabilities can fully engage with learning.	<ul style="list-style-type: none">• Ensure all teaching incorporates Quality First Teaching and adaptive strategies.• Provide up-to-date Pupil Passports to inform teachers' SEND Class Overviews.• Deliver half-termly CPD on inclusive practice and SEND updates.• Provide interventions in literacy, numeracy, communication and SEMH.• Use assistive technology and adapted resources where appropriate.	<ul style="list-style-type: none">• Lesson observations show effective adaptations and reasonable adjustments for pupils with SEND.• SEND pupils make expected or better progress in line with their peers.• Parents and pupils report improved access to learning.

Strand 2: Access to the Physical Environment

Objective	Actions	Success Criteria
Ensure the school environment is safe, accessible and inclusive.	<ul style="list-style-type: none">• Maintain ramps, lifts and accessible toilets.• Ensure classrooms and communal spaces allow safe movement.• Provide clear signage, including visual supports.• Complete an annual accessibility audit of the site.	<ul style="list-style-type: none">• Audits show reduced barriers in the environment.• Pupils with mobility or sensory needs report improved access.

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	<ul style="list-style-type: none">• Incorporate accessibility considerations into all refurbishments and plans for new build.	
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Strand 3: Access to Information

Objective	Actions	Success Criteria
Ensure information is accessible for pupils and families with SEND.	<ul style="list-style-type: none">• Provide letters, reports and policies in accessible formats where appropriate (large print, simplified text, electronic versions).• Ensure the school website meets accessibility standards.• Train staff in communication methods and the use of visual supports.• Hold structured review meetings each term with parents and pupils.	<ul style="list-style-type: none">• Parents confirm that school communication is accessible.• Pupils report they understand instructions and expectations.• Website accessibility remains compliant.

4. Monitoring and Review

- The SENCo reports annually to the Academy Council on progress against this plan.
- Accessibility objectives are monitored alongside the SEND Policy and SEND Information Report.
- The plan is reviewed every 3 years (or sooner if needed) and published on the school website.