



GARSTANG COMMUNITY ACADEMY ACCESSIBILITY PLAN (2025–2027) STRATEGIC REVIEW & ENHANCEMENT REPORT

This report provides a comprehensive review of the current Garstang Community Academy Accessibility Plan. It identifies structural issues, wording misalignments, and content gaps in the draft template, and provides a polished, professional version ready for implementation. Additionally, strategic recommendations have been added to elevate the school's provision from statutory compliance to an exemplary, inclusive learning environment.

1. Critical Analysis & Structural Enhancements

A detailed audit of the original draft template revealed several areas where the professional impact and practical utility of the document could be significantly enhanced:

- **Structural Alignment Errors:** In the original Part C table, assistive technology ('Integrate dictation technology into lessons...') was accidentally listed under the 'Physical Environment' focus area. This has been correctly reassigned to 'Access to the Curriculum' to ensure logical alignment.
- **Fragmented Phrasing & Note-form Text:** Phrases such as 'Maglocks in school', 'Tennis courts/netball courts', and 'Physical disability – prosthetic limb enhanced transition' read like rough brainstorming notes. These have been expanded into formal, objective policy statements (e.g., 'Collaborate with healthcare professionals and physical therapists to build an enhanced, person-centered transition program...').
- **Column Shifting and Clarity:** Several actions, targets, and timeframes were mixed or concatenated across CSV cells in the raw text. The rewritten plan clarifies exactly what the target is, what actions will achieve it, and how it will be measured.
- **Elevating Ambition & Metric Specificity:** Targets like 'Monitoring of pupil progress' have been updated to include specific, actionable frameworks, such as using termly progress reviews and specialized assistive-software usage logs to measure actual independent impact.

2. Polished & Enhanced Accessibility Plan

Below is the fully restructured and professionally worded text of your three-year strategic plan, optimized for the Senior Leadership Team and Governing Body reviews.

Part A: Review of Progress (Historical Cycle 2022 - 2024)

Focus Area	Strategic Target	Implemented Actions & Strategies	Measured Outcome	Evaluation & Current Status
Access to the Physical Environment	Enhance physical infrastructure to guarantee inclusion and outside-the-classroom access.	Sought specialist consultation from occupational therapists and physiotherapists; remodeled the physical layout.	Achieved a fully accessible, welcoming, and compliant Learning Support environment.	Achieved & Fully Integrated (Autumn 2024)
Access to the Curriculum	Ensure comprehensive access to fully sequenced skills/knowledge schemes through adaptive teaching and IT support.	Provided staff CPD on adaptive teaching methodologies; deployed word processors and reading technologies (DocsPlus) via Learning Support.	All identified students actively utilise designated hardware/software to access curriculum targets.	Achieved & Monitored Laptops organised in daily personal trays; DocsPlus active site-wide.
Access to Information & Materials	Facilitate equitable access to written info via early reading development and exam technology.	Formulated targeted reading pathways; upgraded exam-access hardware and integrated DocsPlus software.	Data indicates significant growth in early reading metrics; students independently use approved technology.	Achieved & Sustained Full exam-access hardware stock purchased and maintained.

Part B: Strategic Plan (January 2025 - January 2026)

Focus Area	Strategic Target	Strategies & Actions	Desired Outcome	Timeframe
Access to the Physical Environment	Upgrade site safety, security, and physical access for students with physical	1. Install electromagnetic locks (maglocks) on key internal/external doors integrated with fire systems.	Identified SEMH and physical disability cohorts navigate the site safely and autonomously. Enhanced safety	Terms 1-2 2025

disabilities and SEMH needs.

2. Conduct structural accessibility reviews of the tennis/netball courts and Forest School/outdoor spaces.
3. Implement person-centered transition plans for students with physical modifications (e.g., prosthetic limbs).

protocols during unstructured times (lunchtime).

Access to the Curriculum	Promote academic autonomy through targeted screening, physical PE adaptations, and assistive technologies.	<ol style="list-style-type: none">1. Complete resurfacing and accessibility remodeling of tennis/netball courts.2. Provide school-wide staff CPD on assistive technology, text-to-speech, and dictation software.3. Implement rigorous screening protocols to identify barriers early.	Students with physical disabilities actively and independently participate in PE. Increased self-reliance in written tasks, minimising reliance on human scribes.	Term 3 2025
Access to Information & Materials	Achieve web-based information equity in line with international accessibility baselines.	<ol style="list-style-type: none">1. Comprehensive audit of the school website interface against Web Content Accessibility Guidelines (WCAG 2.1).2. Format all published school news, handbooks, and policy PDFs for screen-reader compatibility.	Parents, carers, and students can access vital institutional communications and statutory documentation seamlessly.	Term 3 2025

Part C: Strategic Plan (January 2026 - January 2027)

Focus Area	Strategic Target	Strategies & Actions	Desired Outcome	Timeframe
Access to the Physical Environment	Optimise visual and structural navigation across the campus to support visually impaired (VI) and physically disabled pupils.	<ol style="list-style-type: none"> 1. Audit internal and external signage in consultation with VI specialists. 2. Install high-contrast, tactile lettering signage at standardised, accessible heights. 3. Commission an electrical compliance and safety survey for automated access points across high-traffic zones. 4. Repaint directional and boundary markings. 	Improved orientation, flow of movement, and independence for VI students and those with mobility constraints.	Summer 2026
Access to the Curriculum	Maximise instructional engagement and writing independence through proactive sensory support and integrated technology.	<ol style="list-style-type: none"> 1. Train all teaching staff on neurodiversity-affirming practices and the deployment of planned sensory breaks. 2. Formulate individualised self-regulation profiles and timetables. 3. Embed dictation and reading software into routine classroom instruction. 	Reduced anxiety-related absences from class, minimised sensory overload, and enhanced independent writing output.	Term 2 2026
Access to Information & Materials	Standardise communication aids to support students with Communication &	<ol style="list-style-type: none"> 1. Systematically implement visual, symbolic timetables across all classrooms using symbols. 	Students understand the structure of the academic day clearly, significantly smoothing	Term 3 2027

Interaction and
SEMH needs.

2. Align all
communication
frameworks with
official Trust
(FCAT)
accessibility
guidance.

transitions between
lessons.

Last Reviewed: Spring 2025

Next Review Due: Spring 2026