

FCAT Template: School Accessibility Plan (2025 - 2027)

Aims of the Accessibility PPlan

This Accessibility Plan is drawn up in accordance with the planning duty in the **Equality Act 2010**. It is a three-year strategy aimed at:

1. **Improving the Physical Environment** for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.
2. **Increasing Access & Participation in the Curriculum** for the purpose of increasing the extent to which disabled pupils can participate in the school's curriculum.
3. **Improving Information for Disabled Students** to improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

The plan is developed from the overarching Trust Accessibility Plan.

Developing, Review and Monitoring

The Headteacher and SENCO are responsible for developing and evaluating the plan. The plan should reflect priorities from the Academy Improvement plan whilst being responsive to the current pupil cohort.

This plan is reviewed annually by the **Governing Body** and the **Senior Leadership Team** to ensure it remains responsive to the needs of the current pupil cohort. Part A: Review of Progress (2022 - 2024)

Part A: Strategic Plan (2023-2024)

Focus Area	Target	Strategies & Actions	Outcome	Timeframe/ Evaluation
Access to the Physical Environment	To improve safety for students with identified disabilities by modifying the reception area to ensure it is safe and accessible.	Agree plans Ensure funding Work with fundraisers / LCC property group to ensure completion Audit impact	Improved safety and accessibility for identified disabled pupils	Achieved
Access to the Curriculum (Teaching and Learning)	To embed the use of adaptive technology to enable students with a disability to better access the curriculum.	To work alongside specialist teachers and educational psychologists to identify appropriate strategies and technology that can be used. To create a bank of adaptive technology for students to utilize and engage with including Chromebooks, reading pens and assisted listening devices.	Students with a disability have and utilize adaptive technology to engage with the curriculum.	Achieved
Access to Information and written materials.	To develop a transition club for identified disabled students to be able to access key information about transitioning to high school.	Agree plans of weekly activities Liaise with primary schools to identify the cohort of students Liaise with parents of disabled students.	Identified pupils with disabilities feel confident in their transition to high school through increased access to information.	Achieved

Part B: Strategic Plan (Jan 2025)

Focus Area	Target	Strategies & Actions	Desired Outcome	Timeframe/ Evaluation
Access to the Physical Environment	To ensure that the physical environment will meet the needs of pupils with VI needs.	Identify any areas of need within the school site. Ensure equipment required to support VI pupils i.e braille embossers Ensure relevant members of staff are trained to use equipment required. Agree plans as directed by the VI team. Ensure funding	Improved facilities for identified Visually Impaired students with a disability to access all areas of the school setting to take advantage of education and benefits, facilities and services.	Achieved
Access to the Curriculum (Teaching and Learning)	To enable students with communication disabilities to participate in the school's curriculum by promoting oracy to build engagement and confidence to articulate their knowledge and understanding.	Train staff on the concept of oracy. Time given to staff to discuss in curriculum areas Quality assurance Review and evaluate	The vast majority of identified pupils with a disability demonstrate progress in their learning.	Achieved
Access to Information and written materials.	To embed application time to allow disabled students time in the classroom to practice key knowledge and skills so that they can access the information in the curriculum.	Train staff on the concept of application Time given to staff to discuss in curriculum areas. Quality assurance Review and evaluate	Identified pupils with a disability are increasingly accessing information delivered in lessons.	Achieved

Part c: Strategic Plan (Jan 2026 - Jan 2027)

Focus Area	Target	Strategies & Actions	Desired Outcome	Timeframe/ Evaluation
Physical Environment	To secure safe, step-free access across all academic blocks and optimise classroom/toiletin g facilities to reduce physical fatigue for students with mobility needs.	Structural Modifications: Ramp access for Science entry/exit routes, widen necessary door frames, and clear the Year 7 toilet entrance by removing the radiator. Bid for and install new lifts in L Block and E Block Install a toilet frame in the T Block disabled toilet, integrate deep desks and specialist posture chairs across blocks, and provide a standard classroom chair for break/lunchtimes instead of benches.	Physical barriers across the site are eliminated, allowing students with mobility needs to safely, independently, and punctually move between lessons—directly supporting MIP targets to increase time spent in learning environments.	September 2026
Access to the Curriculum (Teaching and Learning)	To fully adapt practical subjects (DT, Art, Science, PE) and daily classroom practices to support pacing, manage fatigue, and ensure full lesson	Install an adjustable-height cooker in room T3, use specialist seating at T1 side benches, and update practical risk assessments (e.g., 1:1 TA support for cutting in	Accessible teaching practices and specialised equipment remove physical barriers to learning, enabling disabled	September 2026

	engagement.	woodwork). Equip practical spaces with DYCEM mats, suction plates, adapted scissors, and adapted rulers. Provide writing slopes and laptops in standard lessons. Allow flexible homework based on daily fatigue/pain levels. Schedule the 2–3x weekly physiotherapy sessions when classes are out on the field, and allow the student to wear a PE kit all day to save energy.	students to demonstrate progress toward expected benchmarks in line with MIP academic standards.	
Access to Information and written materials.	To mitigate information loss caused by physical exhaustion through strategic room scheduling and a personalised transition framework.	Re-room key subjects to accessible ground floors or lift-accessible spaces where possible, specifically targeting English, Languages, and Computer Science. Issue essential operational passes (<i>Leave Early Pass</i>, <i>Front-of-Queue</i>	The transition process actively mirrors primary school insights, ensuring the student has a high-attendance start, feels a strong sense of individual belonging, and does not lose vital access to written	September 2026

		<i>Pass, Toilet Pass, Uniform Pass</i>) and map out optimal travel routes ahead of the summer term to bypass corridor traffic. Deliver targeted transition days in Term 3 to build site confidence, and continue primary school liaison visits to Norbreck by the Assistant Headteacher Transition Lead (MCA).	information due to transit exhaustion.	
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Last Reviewed: Spring 2026

Next Review Due: Spring 2027