

# **Accessibility Plan**

## **2025-2026**

## **Introduction**

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the academy to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils
- Aims

The Academy aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Neale Wade Academy is committed to providing premises which are suitable and sufficient for all educational purposes and which give access to a broad and balanced curriculum for all children and young people, irrespective of special need or disability. We are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected.

The plan will be made available online on the academy website, and paper copies are available upon request.

The Academy is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The Academy's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupil, parents and staff.

## **Legislation and guidance**

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice (2014), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

| Aim                                                            | Current good practice<br><i>Include established practice and practice under development</i>    | Actions to be taken                                                                                                                                                                                                             | Person responsible                                                                                                | Date to complete actions by | Success criteria                                               |
|----------------------------------------------------------------|------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-----------------------------|----------------------------------------------------------------|
| Increase access to the curriculum for pupils with a disability | Our academy offers a differentiated curriculum for all pupils.                                 | SEND learning walks to identify good practice and improve areas for development.                                                                                                                                                | Assistant Principal – SEND, Assistant SENDCos, Assistnat Principals – Qof E team, Principal and Heads of subjects | Termly                      | Learning Walks demonstrate good practice and adaptive teaching |
|                                                                | We use resources tailored to the needs of pupils who require support to access the curriculum. | All pupils screened using the NGRT (New Group Reading Test) on entry to the Academy. Those causing concern trigger a more specific testing from SEND faculty. Intervention programmes are then implemented based on pupil need. | Assistant Principal – SEND, Assistant SENDCos and Specialist Exam assessor                                        | On-going                    | Pupils attending programmes and improved progress.             |

|  |                                                                                  |                                                                                                                                                                                                        |                                               |                        |                                                                         |
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|  | Curriculum resources include examples of people with disabilities                | Lots of resources already exist, will be conducting yearly checks at department meetings across the year.                                                                                              | Assistant Principal – SEND, Assistant SENDCos | Yearly                 | Increased variety of resources.                                         |
|  | Curriculum progress is tracked for all pupils, including those with a disability | EHCP targets for pupils with plans to be shared with all teaching and support staff and evidence of progress recorded on the in-house EHCP progress tracker.<br><br>Assessment Data is stored on Arbor | SEND admin, TAs                               | When EHCPs are updated | Staff awareness of EHCP targets and all pupils progressing with targets |
|  | Targets are set effectively and are appropriate                                  | As above for pupils with EHCPs. For                                                                                                                                                                    | Assistant Principal – SEND,                   | Termly                 | Staff awareness of targets and all                                      |

|                                                         |                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                       |                                                                        |        |                                                                                                                                                         |
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|                                                         | for pupils with additional needs.                                                                                                                                                                                                                                                                                                             | those with SEN support, the APDR cycle will be used, documented on Provision Map.                                                                                                                     | Assistant SENDCos                                                      |        | pupils progressing with targets                                                                                                                         |
|                                                         | The curriculum is reviewed to ensure it meets the needs of all pupils.                                                                                                                                                                                                                                                                        | Review the curriculum and make changes as necessary.                                                                                                                                                  | Assistant Principals – QofE Team, Principal, Heads of Departments      | Yearly | Curriculum accessible for all                                                                                                                           |
| Improve and maintain access to the physical environment | <p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Lifts</li> <li>• Corridor and door width</li> <li>• Disabled parking bays</li> <li>• Accessible toilets and changing facilities</li> <li>• Range of height adjustable tables</li> </ul> | <p>Monitor condition of equipment and update as necessary.</p> <p>If there is the arrival of a new pupil with specific needs, an accessibility audit will be conducted to assess any changes that</p> | <p>Site staff</p> <p>Assistant Principal – SEND, Assistant SENDCos</p> | Yearly | <p>Equipment maintained and in good order.</p> <p>Needs of pupils with disabilities met within the College.</p> <p>Successful transition of pupils.</p> |

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|                                                                        |                                                                                                                                                                                                                                                                        | <p>may be required.</p> <p>Communication with primary schools and other secondary schools (for transferring students) to allow advance notice of pupils with disabilities, to allow for planning</p> |                                                      |                             |                                                                                           |
| <p>Improve the delivery of information to pupils with a disability</p> | <p>Our academy uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <p>Internal signage</p> <ul style="list-style-type: none"> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> </ul> | <p>Communication from Assistant Principal – SEND and Assistant SENDCOs to all teaching staff about pupil needs and suitable methods of communication via Provision Map and the SEND register.</p>    | <p>Assistant Principal – SEND, Assistant SENDCOs</p> | <p>Updated as necessary</p> | <p>Successful communication with all pupils.</p> <p>Needs of pupils with disabilities</p> |

|  |  |                                                                          |                                               |              |                        |
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|  |  | Staff training as and when required to keep up with the needs of pupils. | Assistant Principal – SEND, Assistant SENDCos | As necessary | met within the Academy |
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### **Monitoring arrangements**

This document will be reviewed every year, but may be reviewed and updated more frequently if necessary.

It will be approved by the head teacher.

### **Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality and inclusion policy
- Special Educational Needs (SEND) Policy and Information Report



## Accessibility Audit

### Appendix A – Identifying Barriers to Access - Curriculum

| Question                                                                                                                                                                                                    | Yes | No | Action / Comment |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|------------------|
| Are teachers and support staff receiving training to teach and support disabled pupils?                                                                                                                     | ✓   |    |                  |
| Are classrooms optimally organised for disabled pupils?                                                                                                                                                     | ✓   |    |                  |
| Do lessons provide opportunities for all pupils to achieve?                                                                                                                                                 | ✓   |    |                  |
| Are lessons responsive to pupil diversity?                                                                                                                                                                  | ✓   |    |                  |
| Do lessons involve work to be done by individuals, pairs, groups and the whole class?                                                                                                                       | ✓   |    |                  |
| Are all pupils encouraged to take part in music, drama and physical activities?                                                                                                                             | ✓   |    |                  |
| Do staff recognise and allow for the mental effort expended by able & disabled pupils, for example using lip reading?                                                                                       | ✓   |    |                  |
| Do staff allow for the additional time required by some disabled pupils to use equipment in practical work?                                                                                                 | ✓   |    |                  |
| Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education? | ✓   |    |                  |
| Is there access to appropriate computer technology for pupils with disabilities?                                                                                                                            | ✓   |    |                  |
| Are school visits made accessible to all pupils irrespective of attainment or impairment?                                                                                                                   | ✓   |    |                  |
| Are there high expectations of all pupils?                                                                                                                                                                  | ✓   |    |                  |
| Do staff seek to remove all barriers to learning and participation?                                                                                                                                         | ✓   |    |                  |

## Accessibility Audit

### Appendix B – Identifying Barriers to Access – Premises

| Question                                                                                                                                                                                                                                                                  | Yes | No | Action / Comment |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|------------------|
| Does the size and layout of areas – including all academic, sporting, play, social facilities, classrooms, the assembly hall, dining area, library, indoor and outdoor sporting facilities, playgrounds and common rooms allow access for all pupils or members of staff? | ✓   |    |                  |
| Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities?                                                                                                      | ✓   |    |                  |
| Are pathways of travel around the site and parking arrangements safe, routes logical and well signed?                                                                                                                                                                     | ✓   |    |                  |
| Are emergency and evacuation systems set up to inform all pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?                                                                                                    | ✓   |    |                  |
| Are non-visual guides used, to assist people to use buildings, ie lifts with tactile buttons?                                                                                                                                                                             | ✓   |    |                  |
| Could any of the decor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?                                                                                                                         | ✓   |    |                  |
| Are areas to which pupils should have access well lit?                                                                                                                                                                                                                    | ✓   |    |                  |
| Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?                                                                                                                                            | ✓   |    |                  |
| Is furniture and equipment selected, adjusted and located appropriately?                                                                                                                                                                                                  | ✓   |    |                  |
| Is the equipment in the disabled toilet properly installed and accessible?                                                                                                                                                                                                | ✓   |    |                  |

## Accessibility Audit

### Appendix C – Identifying Barriers to Access – Personnel

| Area Requiring Action                                                                                                                                                                                         | Suggested Action                                                                                    | Person Responsible                       | Timescale                       | Review        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|------------------------------------------|---------------------------------|---------------|
| Are teachers, admin and support staff aware of the implications for them of the Disability Discrimination Act?                                                                                                | Share updated policy with all staff                                                                 | Principal and Assistant Principal - SEND |                                 | Every 3 years |
| Does the school provide information in simple language, symbols, large print, an audio tape or in Braille for the families of pupils and prospective pupils who may have difficulty with printed information? | No, but can be provided as needed                                                                   | Principal and Assistant Principal - SEND | As needed                       | As needed     |
| Does the school ensure that information is presented to groups in a way which is user friendly for people with disabilities, eg by reading aloud and explaining diagrams?                                     | Steps will be taken as needed – all current info is printed according to RNIB recommended font size | Principal and Assistant Principal - SEND | As needed                       | As needed     |
| Does the school have facilities such as ICT to produce written information in different formats?                                                                                                              | Yes, in place                                                                                       | Principal                                | As needed                       | Annual        |
| Are staff familiar with technology and practices developed to assist people with disabilities?                                                                                                                | Yes, in place                                                                                       | Principal                                | On going                        | As needed     |
| Is liaison used effectively to plan ahead for pupils with disability?                                                                                                                                         | Yes, in place                                                                                       | Assistant Principal - SEND               | According to school start dates | Annual        |
| Do staff have access to training?                                                                                                                                                                             | Yes, in place                                                                                       | Principal and APs – QofE Team            | On going                        | Annual        |
| Do policies reflect the school's aims?                                                                                                                                                                        | Yes, in place                                                                                       | Principal                                | On going                        | Annual        |

