FCAT Template: School Accessibility Plan (2025 - 2027)

Aims of the Accessibility Plan

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 (2024 - 2025)

Focus Area	Target	Strategies & Actions	Outcome	Timeframe/ Evaluation
Access to the Physical Environment	Fully accessible outdoor classroom in Early Years	Secured funding via LCC property group.	Enhanced outdoor learning provision for identified cohorts.	**Achieved**

Access to the Curriculum (Teaching and Learning)	Access to updated fully sequenced skills/knowledge schemes curriculum.	Monitoring of pupil progress. Training in Adaptive teaching. Identify and remove barriers to learning.	All identified pupils accessing the curriculum and demonstrating progress.	**Achieved**
Access to Information and written materials.	Early reading accessibility.	Development of early reading pathways and ambitious target setting.	Data shows significant improvements in early reading levels.	**Achieved**

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

Focus Area	Target	Strategies & Actions	Desired Outcome	Timeframe/ Evaluation
Access to the Physical Environment	Enhance and upgrade disabled toilet facilities across the school to ensure full accessibility, dignity, and independence for pupils with physical and medical needs.	Review and upgrade accessible toilet facilities to ensure compliance and improved usability across the school site.	Disabled pupils and visitors have safe, dignified, and independent access to fully compliant hygiene facilities across the academy.	**Achieved**
Access to the Curriculum (Teaching and Learning)	Embed a consistent, relational behaviour and culture framework	Deliver whole-staff CPD on inclusive behaviour and restorative	A calm, inclusive learning culture reduces classroom disruption and enables all pupils, including those with	**Achieved**

	across the school to ensure all students can effectively access the curriculum.	practices, embedding predictable routines and reasonable adjustments across all classrooms.	SEND and SEMH needs, to remain engaged and access the full curriculum.	
Access to Information and written materials.	Enhance the accessibility of written materials and classroom communication through the consistent use of dual coding and visual supports	Deliver staff DP/CPD training on dual coding principles and embed visual supports across classroom displays and written resources.	Pupils with SEND, EAL, or communication needs can access written information more independently and show improved comprehension	**Achieved**

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

Focus Area	Target	Strategies & Actions	Desired Outcome	Timeframe/ Evaluation
Physical Environment	Increase accessibility and provision across the **KS1 & KS2** playgrounds to enhance the outdoor environment for all pupils, particularly those with SEMH and gross motor challenges	Development of the playground with different zones/resources to support SEMH/Gross motor needs	Develop the playground with dedicated zones and resources (e.g., quiet/sensory spaces for emotional regulation and equipment for gross motor skills) to support SEMH and physical needs.	Summer 2027

Access to the Curriculum (Teaching and Learning)	Embed adaptive teaching strategies and scaffolded resources across all subjects to ensure pupils all pupils can fully access the curriculum.	Deliver staff CPD on adaptive teaching and scaffolding techniques, and monitor classroom implementation through learning walks.	All pupils actively engage in lessons and make sustained progress alongside their peers.	Summer 2027
Access to Information and written materials.	Ensure the consistent use of symbolic timetables to support transitions for pupils from nursery to Year 8.	Use Widgitsymbols Follow FCAT guidance	Pupils with communication and interaction and SEMH disabilities understand the structure of the day.	**Achieved**

Last Reviewed: Spring 2026

Next Review Due: Spring 2027