



South Nottinghamshire Academy

Accessibility Plan

Approving Body	Headteacher
Date Approved	12.1.2026
Date Reviewed	January 2026
Version	V3
Next Review Date	January 2027
Legislation/Guidance	Equality Act 2010 Department of Education (DfE) Guidance for Schools on the Equality Act 2010 Special Educational Needs and Disability (SEND) Code of Practice Building Regulations Approved Document Part M : Access to and Use of Buildings

This Accessibility Plan is linked to the following school policies: Health and Safety policy, Fire policy, Equality and Diversity policy, Special Educational Needs and Disabilities (SEND) information report and Supporting Pupils with Medical Conditions policy.

Aims

Under the Equality Act 2010, schools are required 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 school to enable disabled pupils to take better advantage of education, benefits, facilities, and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all pupils fairly and with respect, providing access and opportunities without discrimination. Staff are trained in equality and disability issues. The plan is available online and in paper format, and any concerns can be raised through the school's complaints procedure.

Introduction

The purpose of this Accessibility Plan is to ensure that all pupils can access the Academy's curriculum, facilities, and services without barriers, in line with the Equality Act 2010 and related guidance and legislation as listed on the policy's front page. It demonstrates how the school meets its legal obligations while supporting its aims and values. The plan focuses on improving access to learning, the physical environment, and accessibility to information, ensuring reasonable adjustments are made to enable all members of the school community to participate fully.

Aim	Target	Strategies	Timescales	Responsible	Success Criteria	
Curriculum Increase access to the curriculum for pupils with a disability or where English is an Additional Language (EAL).	Ensure the curriculum remains appropriate and accessible for all pupils including offsite visits	Regularly review the curriculum to ensure it continues to meet the needs of all pupils	Ongoing annually and at data collection points/progress meetings	SLT, SENDCO	All pupils with SEND and/or EAL demonstrate engagement and progress in lessons, with curriculum adaptations reviewed and updated regularly to meet their needs	
		Track progress for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs		ELT, SLT, SENDCO		
		Provide a differentiated curriculum, where appropriate, using resources tailored to the needs of pupils		Achievement and curriculum lead, SENDCO		
		Utilise Teaching Assistants and academic mentors to support the progress of identified pupils		Achievement and curriculum lead, SENDCO		
	Ensure staff have the skills and knowledge to effectively support pupils with SEND in the classroom	Provide regular SEND specific training via INSET, CPD and teaching and learning briefings.	Ongoing at least every term and on the first INSET of the academic year	CPD lead. SENDCO Class teachers	Teaching staff complete annual SEND training and demonstrate confidence in applying inclusive strategies.	
		Pen portraits for all SEND pupils are accurate and up-to-date and available for staff via Class Charts.		SENDCO/ SEND team Class teachers		
	Ensure pupils with SEND have access to learning through classroom adaptations, high quality teaching and the effective use of assistive technology	Training for staff Quality First Teaching and adaptive teaching relating to a range of needs	Ongoing throughout the year	CPD lead, SENDCO	Pupils with SEND have access to appropriate classroom adaptations, assistive technology, and Quality First Teaching, resulting in improved participation and progress.	
		Increased access to technology including laptops and reader pens and other specialist equipment for identified pupils		Class teachers, SENDCO		
		Apply exam concessions in line with JCQ regulations where needs are identified		Class teachers, SENDCO, Exams officer		
		Use targeted funding to support identified pupils		SENDCO		
	Environment	To ensure that all disabled pupils can	Ensure buildings are accessible through ramps, wide corridors, and adapted tables (including practical lessons) suitable for wheelchair users.	Ongoing and throughout the year	All staff responsible for H&S	All areas of the school site are physically accessible to pupils with disabilities, with risk

Improve and maintain access to the physical environment.	access all areas of the school site safely.	Maintain lifts and provide lift keys to pupils with disabilities or those with a Personal Emergency Evacuation Plan (PEEP).		SENDCo Asst SENDCo Site Manager Operations Manager	assessments and adaptations in place.			
		Maintain disabled parking bays, toilets, changing facilities, hygiene suites, and physio rooms to meet student needs.						
		Conduct risk assessments where necessary and maintain compliance with health and safety standards, carrying out remedial work promptly.						
	Suitable adjustments are made to ensure pupils can access lessons and recreational facilities with their peers.	Consider pupils' accessibility needs when creating seating plans and when deploying Teaching Assistants or other support staff.				Ongoing and throughout the year	SENDCO Class teachers	All pupils with disabilities participate fully in lessons and recreational activities alongside their peers to remove barriers to inclusion.
		Provide a wheelchair-accessible minibus for student transport as required.						
		Work with external agencies to ensure all accessibility needs are identified and met.						
Information Improve the delivery of information to pupils with a disability or where English is an Additional Language.	To ensure that all staff consistently provide information in accessible formats so that pupils can fully access the curriculum	Use visual supports, symbols, simplified text, or translated/differentiated resources to aid understanding where required.	Ongoing throughout the year when necessary	SENDCo SEND teams All teaching staff	All pupils with a disability or EAL will be able to access school communications and information.			
		Provide appropriate assistive technology or software for pupils who need it (e.g., AAC communication tools) and ensure all relevant teaching staff are trained to use it.						
		Train staff to communicate effectively with pupils who have sensory, cognitive, communication, or language needs, including those with EAL, through ongoing CPD led or coordinated by the SENDCo.						
		Engage external/third-party agencies where needed to support individual pupils.						
	To ensure all school information and communications are	Regularly review the accessibility of information and resources to ensure they continue to meet student needs.	Ongoing throughout the year	Headteacher Operations manager	All students can access school information and learning resources in formats			

	accessible to all students and provided in formats that meet individual needs.	Ensure key documents and communications can be made accessible on request.			appropriate to their needs, with requests for alternative formats responded to promptly
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This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed and approved by the Headteacher.