



Accessibility Plan

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Policy Approved by	Local Academy Council
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Review Date	December 2027



Accessibility Plan: Additional Areas

AREA	LOCATION	WHEELCHAIR ACCESS	LIGHTING ADEQUATE	ACTION	DATE
Staffroom	Top of the stairs Next to KS2 toilets	YES (external)	YES	None required	11/1/2025
Main Hall	Front of school	YES	YES	None required	11/1/2025
Toilets Disabled Toilet	KS1 corridor - left hand side of the entrance	YES	YES	None required	11/1/2025
Dining Room	Main Hall	YES	YES	None required	11/1/2025
Outbuilding Classrooms	Sited on rear yards	NO	YES	None required	11/1/2025
Carpark	Front left of school	YES	YES	None required	11/1/2025
Garden Quad	To the rear of KS1 classrooms	YES	YES	None required	11/1/2025

Accessibility Plan: Entrance and Exits

AREA	LOCATION	WHEELCHAIR ACCESS	LIGHTING ADEQUATE	ACTION	DATE
Main Entrance	Top of slope to office	YES (through the Main Hall)	YES	None required	11/1/2025
Reception Playground	Pathway at front left hand side of school	YES	YES	None required	11/1/2025
Front Elevation Centre	Opposite Main Entrance	YES	YES	None required	11/1/2025
Front Elevation Right	Right hand side corner of Yard 1	YES	YES	None required	11/1/2025
Yard 1	Front of School	YES	YES	None required	11/1/2025
Yard 2	Accessed from KS2 corridor	NO	YES	Highlight steps with paint leading up to Yard 2	11/1/2025
Yard 3	Accessed from KS2 corridor next to Yard 2	NO	YES	Highlight steps with paint leading up to Yard 2	11/1/2025

Accessibility Plan: Corridors

AREA	WHEELCHAIR ACCESS	LIGHTING ADEQUATE	ROUTES CLEAR	ACTION	Date
Main corridor for offices and KS1corridor	YES	YES	YES	None required	11/1/2025
Corridor leading to Early Years	YES	YES	YES	None required	11/1/2025
Corridor leading to the Main Hall	YES	YES	YES	None required	11/1/2025
Corridor linking KS1 and KS2 corridor	YES	YES	YES	None required	11/1/2025
Top KS2 corridor	YES Through hall door externally	YES	YES	None required	11/1/2025

Accessibility Plan: Improving Access to the Curriculum

Ref	Question	Recommendations	Time Scale	Priority	Progress notes	Responsibility
1	Differentiation in Teaching	SLT to monitor quality of differentiation and provision for SEND pupils.	On going	High	Support from SENCo and specialist teachers	SLT/ SENCo
2	Interventions	SLT to monitor the impact of interventions.	Progress review meetings and through appraisal throughout the year	High		
3	Staff training in supporting pupils with SEND – focus on key areas of need within the school: SLCN, SPLD, ASD, Dyslexia	Specialist teacher and SENCo to deliver training where possible. Identify gaps in knowledge and seek external advice if necessary	Autumn and Spring Term	High		Specialist teacher Speech Therapist SENCO
4	Employ specialists to work in school to address the needs of the children so that they can access the curriculum	Specialist teacher employed (1 day a week)	On going	High	Specialist teacher in place S/L teacher in place	

5	Availability of written material in alternative formats when specifically requested	Policies and information is available on the school website and when requested at the office. Trust staff can translate letters into Polish Italian, Lithuanian, Russian, Urdu and Romanian. These staff can help with the reading and understanding of the information. Parents will receive a text when important information is needed to be shared quickly and to remind parents of events and dates. Large print format of newsletters and other documents to be available on request.	Ongoing	Medium	Translated letters are available as required. Staff provided translation at parents' evening.	Office Staff SLT
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