



Cabot
Learning
Federation

Accessibility
Plan
Waycroft
Academy

Version 1
Date: September 2025



History of most recent Policy changes

Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
May 2017	Document Creation	Template for academy use created	Requirement to have plan in place in each academy
May 2019		Ratified by CLF Update of staff	

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1 Introductory Statement

- 1.1 This Accessibility Plan (**Plan**) has been drawn up in consultation with the Operations Manager and SENCO of the Academy and covers the period from September 2025 to September 2028. The plan is available in large print or other accessible format if required.
- 1.2 The plan takes account of the Academy's public sector equality duty set out in section 149 of the Equality Act 2010.
- 1.3 We are committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

2 Background

- 2.1 The Academy's layout and facilities



- 2.1.1 The Academy is committed to making reasonable adjustments to allow disabled pupils to access educational provision at the Academy. The Academy 2 floors with a lift to the first floor. The

academy has outside spaces which are fully accessible and has disabled toilets and changing facilities.

2.1.2 We plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the Academy in the following areas:

- increase the extent to which disabled pupils can participate in the Academy curriculum
- improve the physical environment of the Academy to increase access to education by disabled pupils
- improve the delivery of information to pupils, staff, parents and visitors with disabilities.

2.1.3 Attached are three action plans relating to the above. These will be reviewed as and when necessary. It is acknowledged that there will be need for ongoing awareness training for all staff in the matter of disability discrimination and the potential need to inform attitudes on this matter.

2.1.4 The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Academy prospectus
- disability equality scheme
- equal opportunities policies
- health and safety policy
- special educational needs policy

2.1.5 The Plan will be monitored through the academy council. There will be a full review of the Plan in September 2028 when a new Plan will be produced to cover the next three years.

2.2 Welcoming and preparing for disabled pupils

2.2.1 Where it is practicable to make reasonable adjustments to enable a prospective pupil to take up a place at the Academy and to satisfy the current admissions criteria, the Academy is committed to providing those reasonable adjustments.

2.2.2 In order to meet the needs of disabled pupils, the Academy requires full information. The Academy will ask prospective pupils to disclose whether they have received any learning support, have had an educational psychologist's report or have any disability or other condition of which the Academy should be aware. Where a pupil has a statement of special educational needs, or an Education, Health and Care (EHC) plan the Academy will work with the Local Authority (LA) who makes and maintains the statement / EHC plan to ensure that the identified provision is delivered in an appropriate manner.

2.2.3 In assessing the pupil or prospective pupil, the Academy may need to take advice and require assessments as appropriate. The Academy will be sensitive to any issues of confidentiality.

3 Increasing the extent to which disabled pupils can participate in the Academy curriculum

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Enable staff to increase their knowledge and understanding of needs of disabled pupils and differentiating the curriculum.	<ul style="list-style-type: none"> • Training of staff • Links to outside agencies • Learning walks • Monitoring 	Staff confident in providing appropriate teaching and support to more fully meet the requirements of disabled pupils' needs with regards to accessing the curriculum.	September 2026	
Medium term	Enable children to access the outdoor areas for outdoor learning	<ul style="list-style-type: none"> • Lessons and activities are adapted for the whole class ensuring everyone has the same opportunities • Timely grass cutting through outside agencies • Encourage staff to use the outdoor areas • Risk assess for key pupils 	All pupils in the school access all learning and wellbeing opportunities the outdoor and forest school offers.	September 2027	
Long term	Ensure staff plan to meet the needs of all children for residential trips in advance so activities can be adapted and staffing adjusted accordingly	<ul style="list-style-type: none"> • Meet with parents in advance of the trip • Meet with staff to inform risk assessment in advance of the trip 	Staff have proactively met parents to plan early enabling children with additional needs to access camps successfully (Y2, Y4, Y6).	September 2028	

		<ul style="list-style-type: none">• Risk assessments inform practice on the trip• Clear roles and responsibilities defined within the risk assessment			
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4 Improving the physical environment of the school to increase access to education by disabled pupils

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Ensure classrooms are language rich but appropriate for children's sensory needs	<ul style="list-style-type: none"> • Support from outside agencies • Learning walks • 'Live it, not laminate it' • Student voice 	All areas of the academy are conducive to learning.	September 2026	
Medium term	Provide a range of play equipment for disabled pupils to use during break and lunch times.	<ul style="list-style-type: none"> • Research range of equipment available and consult pupils • Student voice • Support from FoW 	Range of activities available during unstructured times. Children access social times without less opportunities to play than their peers.	September 2027	
Long term	Provide accessible toilet and changing facilities for toilet training in the preschool.	<ul style="list-style-type: none"> • Identify appropriate existing facility and improve it. • Toilet training supportive resources. 	To support all children with their toilet training in the preschool.	September 2028	

5 Improving the delivery of information to disabled pupils

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Ensuring availability of written material in alternative formats, when necessary.	<ul style="list-style-type: none"> • Become aware of services available for converting written information into alternative formats • Sensory Support Service for key pupils • Staff training 	Children will be able to access their learning through appropriate written material.	September 2026	
Medium term	Improve IT provision for disabled pupils.	<ul style="list-style-type: none"> • Rolling program of updating IT provision. • iPads for named children. 	Disabled pupils readily have access to IT resources to meet their needs	September 2027	
Long term	The accessibility plan takes into account the views of pupils with a disability as they move through the school.	<ul style="list-style-type: none"> • Include children explicitly in their EHCP to gain their views about accessibility to inform our accessibility plan moving forwards • Pupil voice (represented by children with a disability) 	The accessibility plan has taken the views of children into account, children feel heard.	September 2028	

6 Increasing the extent to which disabled pupils can participate in the Academy curriculum

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Enable staff and students to increase their knowledge and understanding of the needs of disabled pupils Staff to have a clear understanding of a range of different disabilities and the impact on teaching and learning.	<ul style="list-style-type: none"> • Training of staff • External agency support/reports • SENCO check in's each term • Regular monitoring • Learning walks • SEND training • Assemblies 	Staff confident in providing appropriate teaching and support to more fully meet the requirements of disabled pupils' needs with regards to accessing the curriculum.	September 2026	
Medium term	Improve staff confidence in adapting the PE curriculum	<ul style="list-style-type: none"> • Staff training • Use of external agencies to teach PE • Teachers to work with key pupils in PE lessons when led by an agency • Lesson observations 	All staff feel confident adapting PE lessons, for all children to feel fully included and supported in their PE lessons taking their views into account	September 2027	
Long term	Ensure hearing and visual environment to support learning in classrooms is	<ul style="list-style-type: none"> • Support from external agencies 	All children have access to the appropriate environment.	September 2028	

	regularly monitored to support hearing impaired and visually impaired children.	<ul style="list-style-type: none">• Referrals to and reports from the Sensory Support Service• Pupil voice• Meetings with parents			
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7 Improving the physical environment of the Academy to increase access to education by disabled pupils

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	To explore what activities disabled children would like to be able to access and provide developments in this area.	<ul style="list-style-type: none"> • Pupil conferencing • Student voice • Learning walks 	More activities available for children with disabilities to access in line with their wants and needs. Children access social times without less opportunities to play than their peers.	September 2026	
Medium term	Provide a range of play equipment for disabled pupils to use during break and lunch times.	<ul style="list-style-type: none"> • Research range of equipment available and consult pupils • Student voice • Support from FoW 	Range of activities available during unstructured times. Children access social times without less opportunities to play than their peers.	September 2027	
Long term	Provide accessible toilet and changing facilities for toilet training in the preschool.	<ul style="list-style-type: none"> • Identify appropriate existing facility and improve it. • Toilet training supportive resources. • Accident monitoring. 	To support all children with their toilet training in the preschool.	September 2028	

8 Improving the delivery of information to disabled pupils

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Develop staff awareness around use of ICT and SEND.	<ul style="list-style-type: none"> Using iPads/Laptops for key pupils Reports from agencies Training from computing lead 	All students able to access the curriculum.	September 2026	
Medium term	Ensure IT facilities are specifically chosen to meet the needs of pupils with disabilities	<ul style="list-style-type: none"> Programs to promote learning and accessibility in mainstream classes Resources for key pupils 	All students have the right resources for them to access the curriculum taking into account specific needs	September 2027	
Long term	Be proactive in finding out about needs of new starters to ensure provision is in place in a timely way to meet needs we don't know about yet.	<ul style="list-style-type: none"> Handover with previous school SEN needs transferred on Bromcom School visits with child present Have an open door for parents enquiring 	Children and parents are confident in the school's ability to meet their child's needs. Children are part of the decision making process.	September 2028	

		about provision for children with disabilities			
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Approved by:	Principal
	Chair of Academy Council
Approved on:	September 2025
Review date:	September 2028

