Cabot Learning Federation

Accessibility Plan
Waycroft Academy

~~Version 1.0 May 2024~~
Version 2.0 August 2026

History of most recent Policy changes

Version	Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
V1.0	**June 2024**	Document Creation	Template for Academy use created	The requirement to have a plan in place in each Academy
V2.0	August 2026	Document review	Template for Academy use reviewed	Review in line with guidance from key organisations
				Academies are required to monitor and review progress annually, with a new plan every 3 years.

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1 Introductory Statement

1.1 This Accessibility Plan (**Plan**) has been drawn up in consultation with the Cabot Learning Foundation and SENDCo of the Academy and covers the period from November 2026 – November 2029. 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 - *Schedule 10 of the Equality Act 2010 places specific duties on schools in relation to disabled pupils, requiring them to plan proactively to improve access to the curriculum, the physical environment and information. These duties support schools in meeting their wider responsibilities under Section 149 (the Public Sector Equality Duty), particularly in advancing equality of opportunity for disabled pupils.*

1.3 We are committed to fostering a culture of equity, belonging and inclusion, where diversity is valued and all members of the community are supported to participate fully in academy life. We recognise our responsibility to anticipate and remove barriers experienced by disabled pupils, staff, parents, carers and visitors. This Accessibility Plan supports our work to improve access to the curriculum, the physical environment and information, while promoting participation, independence and positive outcomes for all.

Accessibility planning is an important part of the Academy's approach to inclusion. The actions within this plan are intended to support continual improvement and ensure that accessibility considerations form part of wider academy development and school improvement planning.

The Academy is committed to ensuring that disabled pupils, families and other stakeholders have opportunities to contribute to the identification of priorities and the review of progress,

recognising that meaningful participation strengthens accessibility planning and supports more inclusive outcomes.

2 Background

2.1.1 The Academy's layout and facilities



2.1.2 The Academy is committed to making reasonable adjustments to allow disabled pupils to access educational provision at the Academy.

2.1.3 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.

2.1.4 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.

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

- Academy prospectus
- Disability equality scheme
- Equality, diversity and inclusion information and objectives statement
- Health and safety policy
- SEND Policy and Information Report
- Supporting Students with Medical Needs

2.1.6 The Plan will be monitored by the Academy Council. There will be a full review of the Plan in November 2029 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 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 an Education, Health and Care (**EHC**) plan the Academy will work with the Local Authority (**LA**) which makes and maintains the EHC plan to ensure that the identified provision is delivered appropriately.

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.

2.3 Developing this Accessibility Plan

This Accessibility Plan has been informed by a review of the academy's current accessibility arrangements, information and data, previous Accessibility Plan actions, and stakeholder views where appropriate. The academy may use the Accessibility Review Checklist (Appendix B) to support this process.

2.4 Participation and Engagement

The Academy recognises the importance of meaningful participation in accessibility planning. The identification of priorities and review of progress may be informed by the views and experiences of pupils, parents/carers, staff, governors and, where appropriate, external professionals. Consideration should be given to the voices of disabled pupils and their families.

2.5 Monitoring and Review

Progress against the actions identified within this plan will be reviewed annually by academy leaders and reported to the Academy Council. The findings of this review will inform updates to the plan and future accessibility priorities. A full review and renewal of the plan will take place every three years.

3. Assessing accessibility and Identifying priorities:

Vision and values: the purpose and direction of the academy's plan

Waycroft Academy is committed to providing an inclusive, ambitious and accessible learning environment where every pupil can thrive and achieve their full potential. In line with the Equality Act 2010, the academy seeks to remove barriers to participation, learning and achievement for pupils with disabilities and additional needs. The Accessibility Plan supports Waycroft's vision of ensuring that all pupils are valued, respected and able to participate fully in school life. Through a graduated and inclusive approach, Waycroft aims to:

- Increase access to the curriculum for all pupils
- Improve and maintain access to the physical environment
- Enhance the availability and accessibility of information for pupils, families and visitors
- Promote equality of opportunity, independence and wellbeing
- Foster a culture where diversity is celebrated and all members of the school community feel included and supported.

The plan reflects Waycroft's commitment to high expectations, inclusive practice and collaboration with families and external agencies to meet the needs of all learners.

Gathering views: the views of those consulted during the development of the plan – key findings from gathering views of pupils, parents, academy staff and those working with the school

The development of this Accessibility Plan was informed through discussions with pupils, parents and carers, academy staff and external professionals who work alongside the school.

Key findings included:

Pupils

- Pupils value supportive relationships with staff and feel that adults help them when they experience difficulties.
- Pupils reported that visual supports, structured routines and adapted resources help them access learning effectively.
- Some pupils highlighted the importance of quiet spaces and sensory regulation opportunities during the school day including movement breaks within the classroom.

Parents and Carers

- Parents expressed appreciation for the school's inclusive ethos and the support provided from the SENCO.
- Families identified clear communication and timely sharing of information as important factors in supporting their children's progress, including within SEND meetings with parents/carers and teachers.

Staff

- Staff recognised the benefits of ongoing professional development in SEND, neurodiversity, communication needs and adaptive teaching.
- Staff highlighted the positive impact of visual supports, assistive technologies and personalised approaches to learning.

External Professionals and Partners

- External agencies emphasised the importance of early identification, multi-agency working and consistent implementation of recommendations.
- Partners supported the continued development of inclusive practice, reasonable adjustments and accessible learning environments.

These views have informed the priorities identified within this Accessibility Plan and will continue to shape future developments.

Information and data: pupil data and school audit – key finding from gathering information and data

The academy reviewed pupil data, SEND records, attendance information, curriculum access arrangements and feedback from stakeholders to identify areas of strength and priorities for improvement.

Key findings included:

- The academy supports a high number of pupils with special educational needs and disabilities, including pupils with Communication and Interaction needs, Cognition and Learning needs, Social, Emotional and Mental Health needs and Sensory and Physical needs.
- Most pupils with SEND can access the curriculum successfully through adaptive teaching, targeted interventions and reasonable adjustments.
- The school environment is generally accessible, with appropriate arrangements in place to support mobility, safety and inclusion.
- Visual resources, assistive technology and communication supports are used effectively to increase participation and independence. This is an ongoing focus in the school.
- Staff demonstrate a commitment to inclusive practices and engage regularly in training and conversations to develop their knowledge and skills.
- Analysis of attainment, progress, attendance and participation data indicates the need to continue reducing barriers for vulnerable groups and promoting equitable outcomes for all pupils.

The findings from the audit have informed the objectives and actions detailed within this plan and will be reviewed regularly to ensure continuous improvement and compliance with statutory requirements.

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

	Priority / Objective	Evidence Informing priority	Actions	Outcome / Success Measure	Timescale	Review of Progress	Date of Review
Short term	Enable staff to increase their knowledge and understanding of needs of disabled pupils and differentiating the curriculum.	Staff feedback identified a need for ongoing professional development in SEND, neurodiversity, communication needs and adaptive teaching. School data shows a significant proportion of pupils have SEND and require personalised approaches, reasonable adjustments and curriculum adaptations to access learning successfully.	• 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.	July 2027		

Medium term	Enable children to access the outdoor areas for outdoor learning	Pupil voice highlighted the importance of access to sensory regulation opportunities and movement throughout the school day. The academy is committed to ensuring all pupils can participate fully in learning experiences and enrichment opportunities, including outdoor learning.	• 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.	July 2028		
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	Review of participation and inclusion priorities identified the need to continue reducing barriers to participation for vulnerable groups. The academy seeks to ensure disabled pupils can access all	• 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).	July 2029		

		aspects of school life, including trips, camps and enrichment activities, through appropriate planning and reasonable adjustments.	• Risk assessments inform practice on the trip • Clear roles and responsibilities defined within the risk assessment				

5. Improving the physical environment of the school to increase access to education by disabled pupils

	Priority / Objective	Evidence Informing priority	Actions	Outcome / Success Measure	Timescale	Review of Progress	Date of review
Short term	Ensure classrooms are language rich but appropriate for children's sensory needs	Pupil voice identified the importance of environments that support sensory regulation and wellbeing. Staff recognised the positive impact of visual supports and carefully planned learning environments. Accessibility reviews identified the need to continue considering sensory factors within classrooms and communal areas.	• Support from outside agencies • Learning walks • 'Live it, not laminate it' • Student voice	All areas of the academy are conducive to learning.	July 2027		
Medium term	Provide a range of play equipment for disabled pupils to use during	Pupil feedback highlighted the importance of inclusive	• Research range of equipment available	Range of activities available during unstructured times. Children access social times	July 2028		

	break and lunch times.	opportunities during social times. The academy aims to promote equality of opportunity and participation for all pupils through accessible environments and resources.	and consult pupils • Student voice • Support from FoW	without less opportunities to play than their peers.			
Long term	Provide accessible toilet and changing facilities for toilet training in the preschool.	School accessibility review identified the need to maintain and improve accessibility of the physical environment for pupils with sensory and physical needs. SEND data demonstrates the need for facilities that support independence, dignity and inclusion for all learners.	• Identify appropriate existing facility and improve it. • Toilet training supportive resources.	To support all children with their toilet training in the preschool.	July 2029		

6. Improving the delivery of information to disabled pupils

	Objective /Priority	Evidence Informing priority	Actions	Outcome / Success Measure	Timescale	Review of Progress	Date of review
Short term	Ensuring availability of written material in alternative formats, when necessary.	Parents identified clear communication and accessible information as important in supporting their children. The academy is committed to improving the availability and accessibility of information for pupils, families and visitors.	• 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.	July 2027		
Medium term	Improve IT provision for disabled pupils.	Staff identified the positive impact of assistive technology and personalised approaches to learning. School audits showed that visual resources,	• Rolling program of updating IT provision. • iPads for named children.	Disabled pupils readily have access to IT resources to meet their needs	July 2028		

		communication supports and technology are effective in increasing pupil participation and independence and remain an area for continued development.					
Long term	The accessibility plan takes into account the views of pupils with a disability as they move through the school.	Consultation activities highlighted the importance of pupil voice in identifying barriers and informing future accessibility priorities. The academy is committed to ensuring that disabled pupils and their families contribute to accessibility planning and review processes.	• 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.	July 2029		

7. Appendix A: Accessibility Planning Process

Information Gathering:

- Set up an accessibility planning working group
- Seek the views of stakeholders
- Gather and analyse data and information
- Consider other policies, considering the impact on pupil, staff and visitors according to their disabilities
- Complete accessibility reviews or audits



Developing an Accessibility Plan

Take each issue identified and set an objective that is specific and measurable

With each action identify:

- short, medium, and long term targets
- who is responsible for implementing the change
- when the action will be completed
- how it will be monitored and evaluated
- any costs involved (if applicable) of resources/changes to be made
- sources of funding (if applicable) to get resources/make the changes
- training needs related to the targets
- clear success criteria



Implementation, Review and Revise

- Review the objectives and accessibility plan at least annually
- When reviewing other policies, consider the impact of accessibility for disabled pupils, staff and visitors
- Report outcomes to stakeholders and publish on the academy's website
- Update the published information at least annually
- Revise objectives at least once every three years or earlier if necessary to inform the priorities for the next accessibility plan

Appendix B: Accessibility Review Checklist

This checklist may be used to support the development and annual review of the Accessibility Plan.

Evidence and Information Considered

Indicate which sources have informed this plan:

☐ Pupil voice

☐ Parent/carer feedback

☐ Staff feedback

☐ SEND reviews or self-evaluation

☐ Attendance data

☐ Behaviour and exclusion data

☐ Participation in clubs, trips and enrichment activities

☐ Accessibility of the Curriculum (see further checklist)

☐ Accessibility of the physical environment (see further checklist)

☐ Accessibility of communication and information (see further checklist)

☐ Previous Accessibility Plan review

☐ Advice from external professionals/agencies

☐ Academy improvement priorities

☐ Other: _____

Curriculum and Participation: Consideration	**Yes**	**Partly**	**No**
Disabled pupils can access the full curriculum	☐	☐	☐
Staff receive appropriate training and support	☐	☐	☐
Reasonable adjustments are routinely considered and implemented	☐	☐	☐
Disabled pupils can participate in clubs, trips and enrichment activities	☐	☐	☐
Pupil voice informs accessibility planning	☐	☐	☐

Physical Environment: Consideration	Yes	Partly	No
Learning and social spaces are accessible	☐	☐	☐
Routes around the academy are accessible and clearly signed	☐	☐	☐
Emergency evacuation arrangements consider disability needs	☐	☐	☐
Lighting, acoustics and sensory factors have been considered	☐	☐	☐
Furniture and equipment support accessibility needs	☐	☐	☐

Information and Communication: Consideration	Yes	Partly	No
Information can be provided in alternative formats when required	☐	☐	☐
Staff understand how to make information accessible	☐	☐	☐
Digital communication and websites are accessible	☐	☐	☐
Communication with families is accessible and inclusive	☐	☐	☐
Assistive technology is used where appropriate	☐	☐	☐

Summary of Accessibility Review

Key strengths identified

- Strong inclusive ethos across the academy, with a commitment to ensuring all pupils can participate fully in school life.
- Effective use of adaptive teaching, visual supports, structured routines and reasonable adjustments to support access to learning.
- Positive relationships between pupils and staff, with pupils reporting that adults provide appropriate support when needed.
- Strong collaboration with parents, carers and external agencies to support pupils' needs and wellbeing.
- Staff demonstrate a commitment to inclusive practice and engage in ongoing professional development to improve outcomes for all learners.

Key barriers identified

- Some staff require continued training and development in SEND, neurodiversity, communication needs and adaptive teaching approaches.
- Some pupils require additional sensory regulation opportunities and environments that better meet their sensory needs.
- Accessibility of outdoor learning, educational visits and residential experiences requires ongoing planning and adaptation for some pupils.

- There is a need to further develop assistive technology and accessible formats for learning and communication.
- Accessibility considerations need to continue to be embedded within curriculum planning, resource design and the physical environment.

Priorities for the Accessibility Plan

- Increase staff knowledge, confidence and expertise in meeting the needs of disabled pupils through ongoing professional development.
- Improve access to the curriculum through adaptive teaching, visual supports, assistive technology and accessible resources.
- Enhance the physical environment, including sensory-friendly learning spaces and accessible facilities where required.
- Ensure all pupils can access outdoor learning, educational visits, extracurricular activities and residential opportunities.
- Improve the availability of information in accessible formats for pupils, families and visitors.
- Strengthen opportunities for pupil voice and stakeholder feedback to inform future accessibility developments.