Appendix 1: Accessibility Plan

1.1 The School's Accessibility Plan has been reviewed on 1 September 2026.

1.2 Objectives are categorised according to the three aspects:

A. Increasing the extent to which disabled pupils (including those with special educational needs) can participate in the school's curriculum.
B. Improving the accessibility of written information.
C. Improving the physical environment of the school to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school.
D. Improving general accessibility for visitors

Aspect	Target(s)	Strategies	Outcomes	Timeframe(s)	Goals Achieved (Yes/No + Date)
Curriculum Access (A)	Provide differentiated resources for students with dyslexia, dyscalculia, and visual impairments.	• Train staff in creating accessible materials (e.g., dyslexia friendly fonts, tactile diagrams) • Procure assistive tech (e.g., screen readers, speech-to-text software)	100% of lesson materials available in accessible formats by Q3 2026.	2026–2028	In progress
IT Resources (A,B,D)	Ensure school website and learning platforms meet Web Content Accessibility Guidelines 2.1 AA standards.	• Audit website accessibility using tools like WAVE • Procure compatible screen reader software for all devices • Train students/staff to use assistive technologies (e.g., Immersive Reader)	Website passes WCAG 2.1 AA compliance, test by Q4 2026, 95% of staff trained in assistive tech.	2026–2028	In progress
Communication (D)	Ensure parents/carers with disabilities receive information in accessible formats.	• Offer translated materials in Braille, large print, and audio • Use plain English for all policies • Provide British Sign Language interpreters for key events (e.g., parents' evenings)	80% of parents report improved accessibility of communications (via annual survey).	2026–2028	In progress
Social & Emotional Inclusion (A)	Support students facing social barriers (e.g., anxiety, autism) to participate in group activities.	• Implement peer mentoring programs • Train pastoral staff in social skills interventions • Create structured lunchtime clubs with clear routines	40% increase in participation in group activities by students with social needs (via attendance records).	2026–2028	Ongoing

Mental Health & Wellbeing (A)	Reduce barriers for students with anxiety accessing exams and assessments.	• Train staff in exam access arrangements • Provide quiet rooms with sensory adjustments for exams • Offer pre-exam anxiety workshops	20% increase in exam participation by students with anxiety (via attendance data).	2026–2028	Ongoing
Staff Training (A)	Train 100% of staff on supporting students with disabilities (e.g., autism, ADHD, sensory needs).	• Deliver biannual SEND awareness workshops • Partner with external specialists (e.g., occupational therapists) for sensory needs training • Create staff accessibility toolkits (OAIP)	100% staff attendance recorded; 90% report improved confidence in supporting needs (via post-training surveys).	2026–2028	Ongoing
Physical Environment (C)	Ensure full wheelchair access to all school areas (including outdoor spaces).	• Install ramps and automatic doors. • Ensure corridors and doorways meet a minimum width of 900mm. • Audit playgrounds for wheelchair friendly surfacing	100% of classrooms, corridors, and outdoor areas will be fully accessible by 2025.	2026–2028	In progress
Sensory Needs (A)	Create sensory-friendly learning environments for students with autism or sensory processing disorders.	• Install sound-absorbing panels in classrooms • Provide sensory tools (e.g., noise-cancelling headphones, noise-cancelling earbuds, fidget toys, sensory putty or stress balls) • Designate quiet zones in common areas	100% of classrooms have sensory adjustments considered in seating plans.	2026–2028	In progress
Transportation (C)	Ensure accessible transport for students with mobility impairments.	• Audit the school bus fleet for wheelchair access	One of our Minibuses is fitted with a wheelchair ramp which is used by one of the local Primary Schools for their ARB unit. When our leases are reviewed we will look to add another ramp to another bus.	2026–2028	
Parental & Carer Involvement (D)	Enable parents with disabilities to attend school events.	• Ensure all event venues are accessible • Provide home visits for parents unable to attend in person • Use virtual platforms (e.g., Teams) for remote participation	90% of parents report accessibility of events (via post-event surveys).	2026–2028	In progress
Community Links (D)	Partner with local organisations to enhance accessibility beyond the school.	• Host joint training sessions with community groups • Share resources (e.g., accessible sports facilities)	2 new community partnerships established by 2026.	2026–2028	In progress

Policy & Governance (D)	Review and update the accessibility policy to reflect current legislation.	• Consult with stakeholders (students, parents, staff) via surveys and focus groups • Publish policy on school website • Align with Equality Act 2010 and SEND Code of Practice	Policy approved by WCC and shared with all stakeholders.	2026–2028	In progress