



**Wicklea Academy**  
**Accessibility Plan**  
**2025-2026**



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

Wicklea Academy is a Junior School built in 2014 with up to 3 form entry. The site is made up of 1 building on 2 levels and has an accessible lift to the upper floor.

During the school day the community only Red area is not used, outside of the school day the Green and Red areas are used for lettings most days.

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.

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

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

The Plan will be monitored through the Trust and Academy Councillor meetings. There will be a full review of the Plan in the summer term of each year and a new Plan will be produced to cover the next three years for the autumn term.

### **3 Welcoming and preparing for disabled pupils**

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.

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 Education and Health Care plan (EHCP) the Academy will work with the Local Authority (LA) who makes and maintains the EHCP to ensure that the identified provision is delivered in an appropriate manner.

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.

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

	Targets	Strategies	Outcome	Timeframe	Goals achieved
<b>Short term</b>	Ensure all staff are aware of curriculum needs for children with a disability – particularly child who join us in Year 3.	<p>Continue to improve shared information system, including with St Annes Infants. Learning passports and support plans for children with SEND to be updated by staff when new information is received and three times yearly.</p> <p>Consult with the relevant support teams to ensure children disabilities are able to fully access the curriculum.</p>	<p>All staff working with the child are aware of curriculum access needs and read and update new information on Learning Passports and within learning support plans regarding diagnosis, barriers to learning, professionals involved, strategy advice and pupil and parental views when received.</p> <p>Learning passports and support plans to be living documents which are always ready to share, especially at three yearly parent meetings and at times of transition to new class or school.</p>	September 2025 onwards	
<b>Medium term</b>	Ensure learning environments maximise extent to which children access the curriculum.	<p>Review with children the effectiveness of interactive whiteboard in teaching.</p> <p>Include the use of flipcharts and working walls into regular teaching, ensuring the correct coloured pens are used.</p> <p>Review of light conditions in classrooms to include audit of blinds.</p>	<p>All Interactive Whiteboards will be seen clearly by children.</p> <p>Design of presentations/lessons will take into account the needs of all learners.</p> <p>All working walls can be clearly seen by children with work on them clearly presented and accessible for all.</p>	September 2025 ongoing	
<b>Long term</b>	Ensure all teachers have undertaken disability equality training.	All staff to attend training on disability equality.	All staff work from a disability equality perspective with inclusive learning throughout the school.	September 2025 onwards	

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

	Targets	Strategies	Outcome	Timeframe	Goals achieved
<b>Short term</b>	Ensure all members of the community can access the school building.	<p>Sign on the vehicle gate about how to open it.</p> <p>Ensure reception is signposted clearly both at ground level and eye level.</p> <p>Hearing loop signage to be visible in reception area.</p>	All members of the school community and new visitors will be able to access the school grounds easily, will know where the reception area is and will be able to communicate with staff in the reception area.	September 2025	
	Ensure school is suitable environment for children with a visual impairment.	<p>Work with the visual support team to ensure all necessary adaptations are made.</p> <p>Share these with the rest of the school – children and staff.</p>	Children and visitors with a visual impairment can easily navigate the school building safely.	September 2025	
<b>Medium term</b>	Ensure all pupils can take part in every P.E. lesson.	<p>Adapt lessons for pupils with SEND to ensure participation and enjoyment.</p> <p>SENDCo to find out about agencies who can offer advice.</p> <p>Use opportunities where children with SEND are taking part in sporting activities out of school– ask them to teach the rest of the class.</p> <p>Look into a PE curriculum that supports the needs of all learners.</p>	All children with SEND will be observed in P.E. lessons as having access to all learning opportunities and making good progress.	January 2026 onwards	
<b>Long term</b>	Improve parking	The accessible parking space is very narrow to turn into.	Move the accessible parking space to buy the fence in the courtyard.	By end 2026	

## Improving the delivery of information to disabled pupils

	Targets	Strategies	Outcome	Timeframe	Goals achieved
<b>Short term</b>	All members of the community know about Bristol's local offer and how to access support through this service.	Information in Newsletter/Notice board  Cards and fliers to be distributed via email.  SENDCo and Family Link Worker to signpost, including website.	All members of the school community will know how to access information through the Bristol City Council website.	September 2025 ongoing	
	Ensure availability of written materials in alternative formats, when necessary.	Become aware of services available of converting written information into alternative formats.	When needed, school will provide information in alternative formats.	September 2025 ongoing	
<b>Medium Term</b>	Teaching staff will feel confident about ways of improving access to written information for pupils with SEND/EAL	Develop a bank of resources to support staff in matching appropriately the level of written information for pupils with SEND.  Ensure that all staff know how to access the MAT speech and language therapist for advice about communication strategies.  Ensure all staff know how to access support from the Bristol Autism Team for advice about communication strategies.  Provide translations of information/learning for EAL families.	All children with SEND/EAL will be observed in class as having access to all learning opportunities with appropriate adaptation of written language for their needs ensuring appropriate levels of challenge and support.  EAL families are able to access information communicated by school.	September 2025 onwards	

<b>Long term</b>	Develop use of ICT to maximise the opportunities to share school information with all parents/carers.	Rolling program of updating IT provision across the school.	All children with disabilities readily have access to IT resources.	September 2026 ongoing.	
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