



Cabot
Learning
Federation

Accessibility Plan Wicklea 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 staff and pupils at the Academy including the SENDCo and covers the period from September 2026 – September 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
- Medical Policy

2.1.6 The Plan will be monitored by the Academy Council. There will be a full review of the Plan in September 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,

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

- **At Wicklea Academy, we believe that every child has the right to learn, participate, achieve and belong. Our vision is to create an inclusive environment where all pupils, regardless of their abilities, needs or disabilities, can access education, school facilities, the curriculum and wider opportunities. We are committed to removing barriers, promoting independence and ensuring that every child feels valued, respected and supported to reach their full potential.**
- **Our Accessibility Plan provides a clear framework for improving access to education for all members of our school community.**
- **Through careful planning, collaboration with families and ongoing review, we aim to create an environment where differences are celebrated and barriers to success are removed.**

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

Information has been gathered through the annual review process, pupil conferencing and school ambassadors completing Health and Safety walks.

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

The school's pupil participation tracker has been used to inform our priorities and objectives.

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. Accessing accessibility and Identifying priorities: [completed by academy with the support of Appendices]

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
Short term	Ensure all staff are aware of curriculum needs for children with a disability – particularly any child who joins us in Year 3.	SEND Inclusion Advisor during meetings with both settings, identified greater time needing to be given to enhance transition protocols from the infant school.	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. Consult with the relevant support teams to ensure children disabilities are able to fully access the curriculum.	All staff working 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. 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.	Ongoing	
Medium term	Ensure learning environments maximise extent to which children access the curriculum.	In school monitoring and pupil conferencing.	Review with children the effectiveness of interactive whiteboard in teaching.	All Interactive Whiteboards will be seen clearly by children. Design of presentations/lessons will take into account the needs of all learners.	Ongoing	

			Include the use of flipcharts and working walls into regular teaching, ensuring the correct coloured pens are used. Review of light conditions in classrooms to include audit of blinds.	All working walls can be clearly seen by children with work on them clearly presented and accessible for all.		
Long term	Ensure all teachers have undertaken neurodiversity and accessibility training.	Regular CPD has helped to identify any gaps in training.	All staff to attend planned training.	All staff work from a neurodiversity and accessibility perspective with inclusive learning throughout the school.	Ongoing	

Key points to consider when completing this table

- do teachers have the necessary training to teach and support disabled pupils?
- are classrooms optimally organised for disabled pupils?
- are lessons responsive to pupil diversity?
- do lessons involve work to be done by individuals, pairs, groups, whole class?
- do staff recognise and allow for additional time required by some disabled pupils to use equipment in practical work?
- do staff recognise and allow for the mental effort expended by some disabled pupils, e.g. lip reading?
- do you provide access to computer technology appropriate for pupils with disabilities?
- are there realistic expectations of all pupils?
- do staff seek to remove all barriers to learning and participation?
- are pupils encouraged to take part in music, drama and physical activities?
- do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, e.g. some form of exercise in physical education?

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
Short term	Ensure all members of the community can access the school building.	Regular site maintenance program and health and safety walks.	Ensure signage is clearly visible both at ground level and eye level. Hearing loop signage to be visible in reception area.	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 2027	
	Ensure school is suitable environment for children with a visual impairment.	Regular site maintenance program and health and safety walks.	Work with the visual support team to ensure all necessary adaptations are made. Share these with the rest of the school – children and staff.	Children and visitors with a visual impairment can easily navigate the school building safely.	September 2027	
Medium term	Ensure all pupils can take part in every P.E. lesson.	Adapted PE curriculum and internal monitoring. Working with Bristol Sport Foundation and external providers.	Adapt lessons for pupils with SEND to ensure participation and enjoyment. SENDCo to find out about agencies who	All children with SEND will be observed in P.E. lessons as having access to all learning opportunities and making good progress.	Ongoing – adjusted to the needs of the children.	

			can offer advice. Use opportunities where children with SEND are taking part in sporting activities out of school– ask them to teach the rest of the class. Look into a PE curriculum that supports the needs of all learners.			
Long term	External doors to be fully accessible to wheelchair users.	Health and safety walks and SLT wider thinking to future proof the school building.	External audit to advise and quote on any necessary changes.	Downstairs classrooms to be fully accessible for wheelchair users.	September 2028	

Key points to consider when completing this table

- does the size and layout of areas, including all academic and social facilities, classrooms, canteen, library and common areas allow access for all pupils?
- can pupils who use wheelchairs move around the Academy without experiencing barriers to access such as those caused by doorways, steps and stairs, and toilet facilities?
- are pathways of travel around the Academy site and parking arrangements safe, routes logical and well signed?
- are emergency and evacuation systems set up to inform all pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?
- are non-visual guides used, to assist people to use buildings?
- could any of the décor or signage be considered to be confusing or disorientating for disabled students with visual impairment, autism or epilepsy?
- are areas to which pupils should have access well lit?
- are steps taken to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?
- is furniture and equipment selected, adjusted and located appropriately?

6. Improving the delivery of information to disabled pupils

	Objective /Priority	Evidence Informing priority	Actions	Outcome / Success Measure	Timescale	Review of Progress
Short term	All members of the community know about Bristol's local offer and how to access support through this service.	Parent surveys and SEND coffee mornings.	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.	Ongoing	
	Ensure availability of written materials in alternative formats, when necessary.	Changing demographics of the school community and breadth of languages and ethnic groups.	Become aware of services available of converting written information into alternative formats.	When needed, school will provide information in alternative formats. Parents are aware of the translation services available through Class Dojo and the website. Class Dojo to translate posts into home language.	September 2027	
Medium term	Teaching staff will feel confident about ways of improving access to written information for	Changing demographics of the school community, breadth of languages and individual family needs.	Develop a bank of resources to support staff in matching appropriately the level of written	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	September 2027	

	pupils with SEND/EAL		information for pupils with SEND. Ensure that all staff know how to access the link 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.	and support. EAL families are able to access information communicated by school.		
Long term	Develop use of ICT to maximise the opportunities to share school	Advise from external support providers and internal IT department.	Rolling program of updating IT provision across the school.	All children with disabilities readily have access to IT resources.	September 2029	

	information with all parents/carers.					
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Key points to consider when completing this table

- do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?
- do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?
- do you have the facilities such as ICT to produce written information in different formats?
- do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?

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/carers 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 Advice from external providers is acted upon and implemented in a timely way.
Key barriers identified Communication and the variety of ways this can be made more accessible for families.
Priorities for the Accessibility Plan Continue to adapt the curriculum Further develop the training offer for staff Communication with families and how this can be translated for the breadth of users.