

Abbey Grange C of E Academy **Policies & Procedures**

Abbey Grange Church of England Academy Accessibility Plan

Enhanced for SEND

Approved on	2 nd October 2025
Approved by	Local Governing Board
Last reviewed on	2 nd October 2024
Next review due	2 nd October 2026

Abbey Grange Church of England Academy Accessibility Plan

Enhanced for SEND

1. Aims

Abbey Grange C of E Academy is committed to ensuring that every student, regardless of disability or special educational needs (SEND), can access and thrive within our curriculum, facilities, and wider school community. This plan sets out how we will achieve this by:

- Ensuring the curriculum is adapted to meet diverse needs, with high aspirations for all learners.
- Providing information in accessible formats, including pictorial, oral, large print, or digital options.
- Improving the physical environment to maximise safe access to all areas of the academy.
- Ensuring clear communication with students, parents, and staff regarding accessibility support.
- Creating a culture of respect, inclusion, and celebration of achievement at every level.

2. Legislation and Guidance

This policy meets the requirements of Schedule 10 of the Equality Act 2010 and follows the SEND Code of Practice (0-25 years, DfE 2014). It ensures that Abbey Grange C of E Academy makes reasonable adjustments to support students with disabilities and removes barriers to learning.

3. Action Plan

The action plan below outlines short-, medium-, and long-term objectives, with clear responsibilities and success criteria to ensure progress is measurable and regularly reviewed.

4. Monitoring and Review

This plan will be reviewed every three years, with interim reviews if necessary. Feedback from students, parents, and staff will inform each review to ensure the plan remains effective and relevant.

5. Links with Other Policies

This accessibility plan should be read alongside:

- SEND Policy
- Equality Information and Objectives
- Health and Safety Policy
- Behaviour Policy

Action Plan

Aim	Actions	Responsible Person	Timescale	Success Criteria
Increase access to the curriculum	• Adapted curriculums for all students. • Timetable reviews for accessibility. • Provide tailored resources and assistive technology where required. • Access arrangements for exams. • SEND interventions, mentoring, and enrichment activities. • CPD for staff on adaptive teaching and universal design for learning.	SLT / SENDCO / Teachers	Termly reviews, with annual CPD; ongoing monitoring and support	Students with SEND achieve aspirational targets and progress is in line with peers.
Improve physical access	• Maintain ramps, lifts, and accessible toilets.	Site Team / Head of Facilities	Short-term maintenance	No student or staff member is prevented from full participation due

	• Provide clear way-finding signs. • Make room changes as required to reduce barriers. • Future-proof new buildings for accessibility compliance.		ongoing, medium-term provide access to all students with mobility issues, long-term make all areas of the Academy accessible	to physical access barriers.
Improve access to information	• Make resources available in multiple formats (large print, pictorial, digital). • Ensure school website and learning platform are fully accessible. • Provide staff training on accessible communication. • Encourage use of iPads/laptops and assistive technology. • Establish clear communication channels with parents and carers.	SENDSCO / IT Team / Teachers	Immediate for adjustment s, annual review for website and IT tools	Students and parents can independently access all relevant school information.