

Eden Park Academy Accessibility Plan



Approved by:	The Board of Governors	Date: 31 st of August 2026
Last reviewed on:	1 st September 2025	
Next review due by:	31 st August 2027	

1. Aims

Eden Park Academy is committed to promoting equality of opportunity for all pupils, staff, and visitors, regardless of their disabilities. The key aims of this Accessibility Plan are to:

- Ensure compliance with the *Equality Act 2010*, *JCQ access arrangements*, and *KCSIE* to remove barriers to participation for pupils with disabilities.
 - Provide full access to the curriculum, physical environment, and information for all pupils, ensuring that reasonable adjustments and access arrangements are made as needed.
 - Promote inclusion through tailored adjustments, assistive technologies, and staff training to ensure that all pupils, including those with disabilities, achieve their full potential.
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2. Purpose

This Accessibility Plan outlines the steps Eden Park Academy will take to improve accessibility across three main areas:

- Physical environment: Ensuring all facilities are accessible.
- Curriculum: Ensuring the curriculum is accessible to all pupils.
- Information delivery: Ensuring information is accessible to pupils, staff, and parents in alternative formats when required.

3. Legal Framework

This plan complies with the following legislation and guidance:

- Equality Act 2010: Requires reasonable adjustments for pupils with disabilities.
- JCQ Guidelines for Access Arrangements: Ensures appropriate support during assessments and exams.
- Keeping Children Safe in Education (KCSIE) 2024: Outlines safeguarding requirements for vulnerable pupils, including those with disabilities.

The plan will be reviewed annually to ensure compliance with updated regulations and guidelines from JCQ, the Department for Education (DfE), and any changes in *KCSIE* guidance.

4. Access Arrangements and Reasonable Adjustments

Aims for Access Arrangements

- Ensure that all pupils requiring access arrangements, such as scribes, readers, assistive technologies, or extra time, are provided with these resources.
- Ensure that all access arrangements align with JCQ guidelines, even though JCQ is not explicitly mentioned in school documents.

Reasonable Adjustments

- **Physical Adjustments:** Provide ramps, lifts, and accessible toilets. Annual audits will assess whether the physical environment meets the needs of all pupils, especially those with mobility issues.
- **Curriculum Adjustments:** Provide differentiated instruction, support for pupils with SEND, and assistive technologies to ensure equitable access to learning.
- **Information Adjustments:** Ensure that all written materials (newsletters, timetables, handouts) are available in alternative formats such as large print, Braille, or audio formats when needed.

5. Monitoring and Compliance with Legislation

Annual Review Cycle

- Annual Plan Update: The accessibility plan will be reviewed and updated annually in line with changes to JCQ guidance, KCSIE updates, and adjustments to the *Equality Act 2010*. This will ensure that the plan reflects the latest legal and procedural requirements.
- SLT Review: The Senior Leadership Team, led by Akwasi Agyemang, will be responsible for conducting the review of the Accessibility Plan every year. Any changes in legislation or access arrangements will be reflected in the plan and communicated to all staff.

Monitoring Progress

- Termly Accessibility Audits: Conducted by the Site Manager (Brenda Baptiste) to assess compliance with physical accessibility needs.
 - Data Monitoring: Mich(Head of Data) will monitor academic performance and the effectiveness of access arrangements for pupils with disabilities. Termly data reviews will ensure that pupils receiving access arrangements show progress.
 - Staff Feedback and Training: Gina Abbequaye (Headteacher) and Laura Osei (SENCO) will ensure that staff are regularly trained in access arrangements and safeguarding. The SENCO will also collect feedback from staff and adjust training as needed.
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6. Safeguarding and KCSIE Compliance

KCSIE Aims

- Safeguard pupils with disabilities by identifying vulnerabilities early and ensuring they receive appropriate pastoral support, as outlined in *Keeping Children Safe in Education (KCSIE 2024)*.
- Train staff on safeguarding pupils with disabilities, ensuring they understand the specific risks these pupils may face.

Pastoral Support and Safeguarding

- Designated Safeguarding Lead (DSL): Akwasi Agyemang will work with Laura Osei (SENCO) to monitor the safeguarding of pupils with disabilities. Vulnerable pupils will receive regular check-ins to ensure their well-being.
- Staff Training: All staff will receive regular safeguarding training, focusing on identifying and supporting pupils with disabilities who may be at greater risk of harm.

7. Action Plan: Improving Physical Access

Target	Action	Outcome	Timescale	Success Criteria	Ownership
Ensure full accessibility to all buildings	Conduct an annual accessibility audit and address any physical barriers	All buildings are fully accessible to pupils and visitors with disabilities	Ongoing	100% of the school premises are accessible.	Site Manager: Brenda Baptiste, Health & Safety Lead: A.Agyemang
Improve signage for visually impaired students	Install tactile and Braille signage throughout the school	Visually impaired students can navigate the school independently	6 months	Installation of clear signage throughout the school	Site Manager: Brenda Baptiste
Ensure accessible emergency procedures	Implement visual and audio alerts for fire and emergency evacuations	Emergency procedures are inclusive of all pupils and staff	12 months	Accessible alerts in place, reviewed in fire drills	Site Manager: Brenda Baptiste, Health & Safety Lead: A. Agyemang

8. Action Plan: Increasing Access to the Curriculum

Target	Action	Outcome	Timescale	Success Criteria	Ownership
Provide training on differentiated instruction	Annual professional development on differentiation techniques	All teachers can effectively adapt lessons for diverse learning needs	Ongoing	Observations show improved differentiation across the curriculum	Curriculum Lead: Akwasi Agyemang, Headteacher: Gina Abbequaye
Enhance ICT support for SEND pupils	Conduct termly audits of ICT needs for SEND pupils and provide necessary equipment	All SEND pupils have access to assistive technologies that support their learning	Termly	All identified SEND pupils have the appropriate technology in place	SENCO: Laura Osei, IT Manager: A.J. Iralal-Morar
Include pupils with disabilities in extracurricular activities	Review all extracurricular offerings to ensure accessibility	All pupils with disabilities can participate in school clubs and activities	Ongoing	Increase in participation of pupils with disabilities in extracurriculars	SENCO: Laura Osei, SLT: Akwasi Agyemang

9. Action Plan: Improving the Delivery of Written and Digital Information

Target	Action	Outcome	Timescale	Success Criteria	Ownership
Provide written materials in alternative formats	Partner with external services to offer materials in Braille, large print, or audio	Parents and pupils with disabilities have full access to all written information	Ongoing	Positive feedback from parents and pupils on accessibility of materials	Admin & Communications: Verona Hoilett, SENCO: Laura Osei
Ensure website complies with accessibility standards	Conduct an audit of the school's website to ensure compliance with WCAG 2.1	Website is fully accessible to all users	6 months	Accessibility improvements confirmed through user feedback	IT Manager: A J Iralal-Morar
Improve communication for non-English-speaking parents	Translate newsletters and key communications into other languages	Non-English-speaking parents can fully engage with school information	Ongoing	Increase in parent engagement and participation in school activities	Admin & Communications: Verona Hoilett

10. Annual Review and Reporting

- Annual Review: This plan will be reviewed annually to align with updates to *KCSIE*, *JCQ guidelines*, and the *Equality Act 2010*. Changes will be communicated to staff, parents, and pupils through updated documentation and training sessions.
- Governor Oversight: The Board of Governors will receive termly reports on the implementation and effectiveness of the accessibility measures in place.
- Feedback Mechanisms: Parent and pupil feedback will be sought annually to ensure that adjustments are effective and meet the needs of the school community.

Conclusion

This Accessibility Plan reflects Eden Park Academy's commitment to creating an inclusive, accessible environment. By ensuring compliance with *JCQ guidelines*, *KCSIE*, and the *Equality Act 2010*, the school is well-positioned to support all pupils, particularly those with disabilities. The plan will be reviewed annually to remain compliant and effective.