



L.E.A.D. Academy Trust
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St Ann's Well Academy

Accessibility Plan

Policy/Procedure management log

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1. Aims

Schools are required under the [Equality Act 2010](#) to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our academy aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At St Ann’s Well Academy we aim to meet the obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

As set out in the DfE guidance on the Equality Act, the academy aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of academy societies)

Our school is committed to ensuring every child feels valued, safe and able to succeed. We celebrate diversity and promote fairness by treating all pupils with dignity and respect. We remove barriers so every learner— including those with SEND, EAL or other vulnerabilities—can fully access the curriculum. We work closely with families, listen to pupils’ voices, and create an environment where everyone belongs. We

challenge discrimination, promote positive relationships, and ensure our curriculum represents all children and communities.

The plan will be made available online on the school website, and paper copies are available upon request.

Our academy is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our academy's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

This accessibility plan is structured to complement and support the school's Equality Objectives. We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice and under the Equality Act 2010](#), 'long-term' means something which has lasted or will last for a year or more or for the rest of the affected person's life and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting visual impairments which cannot be treated with visual aids, such as by wearing spectacles or contact lenses or hearing, severe disfigurement and long-term health conditions such as ASD, ADHD, asthma, diabetes, epilepsy. Cancer, HIV and multiple sclerosis are considered to meet the definition at the point of diagnosis, irrespective of the level of impairment.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, altering processes or requirements or the provision of an auxiliary aid.

This policy complies with our funding agreement and articles of association

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Ensure the school curriculum is fully accessible to all pupils including those with a disability</p>	<p>Our school offers an adapted curriculum for pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a special need or disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>This includes but is not limited to: visual timetables</p>	<p>Short term</p> <p>To liaise with Nursery providers to review admissions before the start of academic year</p>	<p>To identify pupils who may need additional provision</p>	<p>FS leader/SENDCO</p>	<p>Sept/Oct [2025]</p>	<p>Appropriate procedures/resources are in place</p>
		<p>To review policies to ensure they include inclusive and reflective practice</p>	<p>To monitor, evaluate and review current statutory policies</p>	<p>Headteacher SLT SENCO</p>	<p>Ongoing</p>	<p>Policies reviewed to ensure curriculum meets the needs of all pupils</p>
		<p>To establish close liaison with parents</p>	<p>To promote engagement, collaboration and participation with parents/carers and school</p>	<p>Headteacher, SLT and SLT</p>	<p>Ongoing</p>	<p>Engagement and involvement</p>

<p>Additional aids available e.g. pencil grips, coloured overlays Specialist agencies visit regularly to support staff & pupils e.g. Autism Team Teacher, Speech and Language Therapist, School Nursing Team</p> <p>Clear routines and visual timetables</p> <p>Widgit symbols or visual supports for instructions</p> <p>Chunked tasks and step-by-step modelling</p> <p>Vocabulary pre-teaching and word banks</p> <p>Access to concrete resources (counters, number lines, manipulatives)</p> <p>Flexible seating and movement breaks</p> <p>Quiet workspaces or low-stimulus areas</p> <p>Clear, consistent behaviour expectations</p> <p>Check-ins for understanding</p> <p>Additional processing time</p> <p>Opportunities for repetition and over-learning</p> <p>Scaffolds (sentence starters, writing frames, worked examples)</p>	<p>To ensure pupils are in receipt of a broad and balanced curriculum.</p>	<p>To review curriculum, resources, training of teachers and support staff</p>	<p>Headteacher, SLT</p>	<p>Ongoing</p>	<p>To respond to curriculum evaluation and needs of pupils and act accordingly. To seek advice and support from specialist teachers</p>
	<p><u>Medium Term</u></p> <p>To review SEND provision and attainment of pupils</p>	<p>Analyse Data on termly basis. Attend Home school plan meetings.</p>	<p>SENDCo</p>	<p>Termly</p>	<p>Termly report indicate progress</p>
	<p>To promote the involvement of disabled students in school life</p> <p><u>Long Term</u></p> <p>Review targets and deliver findings to governing body</p>	<p>To provide resources necessary such as wheelchair access, software for visually impaired, alternative communication strategies.</p> <p>Evaluate accessibility plan. Modify/adapt accordingly</p>	<p>SENCo/Head teacher</p> <p>Headteacher/Governing Body</p>	<p>Ongoing</p>	<p>Variety of planned activities that reflect the needs of pupils</p>

	<p>Task choices or differentiated outcomes</p> <p>Use of TA support for prompting, not dependence</p> <p>Positive relationships and predictable responses</p> <p>Support for transitions between activities</p> <p>Inclusive questioning (no-hands up, think time)</p> <p>Use of technology where helpful (iPads, read-aloud tools)</p> <p>Emotional regulation strategies (calm boxes, timers, break cards)</p> <p>Regular communication with parents/carers</p>					
Improve access to the environment	<ul style="list-style-type: none"> • Use of widgets • Clutter free classrooms 	<p><u>Short term</u></p> <p>All spaces to be clutter free</p> <p><u>Medium term</u></p> <p>Spaces are organised</p> <p>All spaces to be labelled with widgets and words</p> <p>Visuals present to support vocabulary</p> <p><u>Long term</u></p> <p>All displays to be of calming colours</p> <p>Muted lighting</p>	<p>To create a universal provision checklist for all staff to access.</p> <p>Create universal widget labels etc.</p> <p>Identify pupils who may require further support.</p> <p>Speak to estates management regarding lighting in classrooms.</p>	<p>Headteacher, SLT and SMT</p> <p>Whole school staff</p>	July 2026	Environments are appropriate for all to access

			Business manager meeting regarding budget for classrooms and resources to make / buy			
Improve the regulation offer to children.	Our school uses a range of regulation methods. This includes: <ul style="list-style-type: none"> • Class visual timetable • Clear routines and expectations 	Emotional regulation charts Safe spaces for regulation Five-point scales Whole class teaching of the 5-point scale and emotional regulation Sensory resources	Business manager meeting regarding budget for classrooms and resources to make / buy Staff meetings / assemblies regarding regulation strategies.	Headteacher, SLT	July 2026	All children have access to regulation spaces and materials
Ensure assistive technology is used where appropriate	Advice sought from specialists when required. Some universal provision is available: Immersive reader Record using an iPad	To continually research applications that could support children.	Training for chosen apps. Purchase apps / equipment where needed	Headteacher, SLT	Ongoing	Children to have access to applications allowing them to access the curriculum where required.

4. Monitoring arrangements

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary.

It will be approved by Academy Governing Body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report and policy
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2 storey building	Split level building access via staircase to hall and Years 1-6. Lift available to ensure all of the school is accessible.	Lift maintained Premises manager and business manager	ongoing
Corridor access	Corridors are wide enough for wheelchair access	Ensure that corridors are kept clear.	All staff as part of H&S	Ongoing
Lifts	Lift from upper floor to lower school.	Regular maintenance/service checks. Ensure that lift access is not blocked.	Lift maintained Premises manager and business manager	ongoing
Parking bays	NA		Premises manager	Ongoing
Entrances	Entrance to main school level threshold. Access to playground classrooms level thresholds.			Ongoing

Ramps	NA			
Toilets	Accessible toilet available in upper area of school.		Premises manager	Ongoing
Reception area	Entrance to main school automated doors and level threshold. Access to the main hall via lift.		Premises manager	Ongoing
Internal signage	Clear signage		Premises manager	Ongoing
Emergency escape routes	Clear signage		Premises manager	Ongoing