Waterton Academy Trust

Accessibility Plan

2026-2029

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1. Introduction

South Kirkby Academy is committed to providing an inclusive environment in which all pupils can participate fully in school life and have equal opportunities to achieve their potential.

Our school vision is:

"To create a vibrant, inclusive, safe and nurturing school, transforming life chances for children through excellent teaching, learning and opportunity."

Our values are:

- Be respectful
- Be kind
- Be inclusive
- Be safe
- Be independent

The school recognises that disabled pupils may experience barriers to learning, participation and access. We are committed to identifying and reducing these barriers through reasonable adjustments, appropriate adaptations and planned improvements.

This Accessibility Plan sets out the actions South Kirkby Academy will take to improve accessibility for disabled pupils.

It should be read alongside the school's:

- SEND Policy;
- SEN Information Report;
- Equality Policy;
- Teaching and Learning Policy;
- Behaviour Policy;
- Supporting Pupils with Medical Conditions Policy;
- Health and Safety Policy;
- Admissions Policy;
- Accessibility-related risk assessments;
- relevant Waterton Academy Trust policies.

2. Legislative Framework

This Accessibility Plan is written with regard to the school's duties under the **Equality Act 2010** and associated guidance.

The school recognises the duty to make reasonable adjustments for disabled pupils and to avoid discrimination arising from disability.

The school also recognises its responsibilities under the **Children and Families Act 2014** and the **SEND Code of Practice: 0 to 25 years** to promote participation, inclusion and access for pupils with SEND.

The plan is reviewed regularly to ensure that it reflects current legislation, guidance, the school's developing provision and the needs of pupils.

3. Definition of Disability

For the purposes of the Equality Act 2010, a person is disabled if they have a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.

The school recognises that disability may affect pupils in different ways.

A pupil may experience barriers relating to:

- physical access;
- communication;
- sensory processing;
- hearing;
- vision;
- mobility;
- learning;
- social interaction;
- emotional regulation;
- medical needs;
- access to information;
- participation in activities.

The school will consider the individual needs of pupils rather than making assumptions based solely on diagnosis.

4. Aims of the Accessibility Plan

The aims of this Accessibility Plan are to:

1. Increase access to the curriculum for disabled pupils.
2. Improve access to the physical environment of the school.
3. Improve access to information for disabled pupils.
4. Ensure reasonable adjustments are considered and implemented where appropriate.
5. Promote independence and participation.
6. Reduce barriers to learning and participation.
7. Ensure pupils with disabilities can participate in the wider life of the school.
8. Ensure staff understand their responsibilities towards disabled pupils.
9. Ensure pupils and parents/carers are involved appropriately in identifying and addressing barriers.

10. Ensure accessibility is considered when planning changes to teaching, the environment, resources and school activities.

5. Accessibility Strand 1 – Curriculum

South Kirkby Academy aims to ensure that disabled pupils can access an appropriate, ambitious and meaningful curriculum.

Accessibility will be considered as part of normal curriculum planning rather than only after a barrier has been identified.

Current approaches

The school may use:

- differentiated teaching;
- adapted learning materials;
- visual timetables;
- now-and-next boards;
- visual prompts;
- symbols and photographs;
- adapted language;
- additional processing time;
- repetition and overlearning;
- pre-teaching;
- alternative methods of recording;
- technology;
- specialist equipment;
- sensory adjustments;
- flexible grouping;
- additional adult support where appropriate;
- individualised learning;
- targeted interventions.

The school will also consider reasonable adjustments to:

- assessments;
- classroom routines;
- PE;
- educational visits;
- assemblies;
- performances;
- clubs;
- enrichment activities;
- break and lunchtime arrangements.

Curriculum Accessibility Action Plan

Area	Current position	Action required	Responsibility	Timescale	Success criteria
Quality-first teaching	Teachers adapt learning to meet individual needs	Continue to develop staff confidence in adaptive teaching and reasonable adjustments	Headteacher / SENDCo / SLT	Ongoing	Pupils with disabilities can access appropriately challenging learning
Visual support	Visual timetables and visual prompts are used where appropriate	Ensure consistent use where identified as beneficial	SENDCo / Class Teachers	2026–27	Appropriate pupils have access to agreed visual support
Communication	Communication needs are considered within individual provision	Review communication strategies for pupils requiring additional support	SENDCo / Class Teachers	Termly	Pupils are supported to understand and communicate within lessons
Sensory needs	Sensory adjustments are made according to individual need	Review sensory strategies and resources available in classrooms	SENDCo / SLT	2026–27	Identified pupils have appropriate sensory adaptations
Assessment	Assessment is adapted where necessary	Ensure reasonable adjustments are identified and implemented consistently	SENDCo / Assessment Lead	Ongoing	Disabled pupils can demonstrate their knowledge and skills appropriately
Educational visits	Individual needs are considered	Ensure accessibility is considered during trip planning and risk assessment	Visit Lead / SENDCo	Ongoing	Disabled pupils are enabled to participate wherever reasonably possible
PE and physical activity	Activities are adapted where appropriate	Continue to identify adaptations	PE Lead / Class Teachers	Ongoing	Pupils with disabilities have

		required for individual pupils			meaningful access to physical activity
Staff training	Staff receive SEND-related professional development	Review annual training needs relating to disability and accessibility	Headteacher / SENDCo	Annually	Staff demonstrate increased confidence in removing accessibility barriers
Independence	Adult support is used where required	Ensure support promotes independence and avoids unnecessary adult dependency	SENDCo / Class Teachers	Ongoing	Pupils increasingly access learning and routines independently

6. Accessibility Strand 2 – Physical Environment

South Kirkby Academy will take reasonable steps to improve physical accessibility and reduce physical barriers for disabled pupils.

The school will consider accessibility when:

- maintaining buildings;
- purchasing equipment;
- arranging classrooms;
- planning activities;
- organising school events;
- undertaking refurbishment;
- planning changes to the school environment.

The school will consider individual pupil needs when determining appropriate adjustments.

Current Physical Accessibility

The following information should be confirmed annually:

- step-free access;
- accessible entrances;
- accessible toilet facilities;
- accessible parking/drop-off arrangements;
- accessible routes around the school;
- sensory spaces;

- appropriate lighting;
- reduced sensory stimulation where required;
- specialist equipment.

The school will not assume that a facility is accessible simply because it exists. Accessibility will be considered in relation to the needs of individual pupils.

Physical Environment Action Plan

Area	Current position	Action required	Responsibility	Timescale	Success criteria
Site access	Site is accessible and entrances are clear.	Complete an accessibility audit of entrances and routes	Headteacher / Site Team	Autumn 2026	Any identified barriers are recorded and prioritised
Internal movement	Entrances and corridors are clear and accessible.	Review movement around school for pupils with mobility needs	Site Team / SENDCo	Autumn 2026	Identified pupils can move safely between required areas
Accessible toilets	Accessible toilet is available and suitable.	Confirm suitability and accessibility of facilities	Site Team	Autumn 2026	Facilities meet identified pupil needs
Classroom layout	Classrooms are adapted according to need	Review classroom layouts when pupils' needs change	Class Teachers / Site Team	Ongoing	Furniture and layouts support safe and independent access
Specialist equipment	Equipment is provided where required	Maintain an up-to-date record of specialist equipment	SENDCo / Site Team	Annually	Equipment is available, safe and maintained
Sensory environment	Sensory adjustments are made where required	Review sensory barriers such as noise, lighting and space	SENDCo / SLT	2026–27	Identified sensory barriers are reduced
Emergency evacuation	Individual needs are considered	Ensure Personal Emergency Evacuation Plans are completed	SLT / SENDCo	Ongoing	Disabled pupils can evacuate safely

		where required			
School events	Accessibility considered individually	Include accessibility in planning for events and performances	SLT / Event Leads	Ongoing	Disabled pupils can participate in school events
Future building works	Accessibility considered as part of planning	Ensure accessibility implications are considered in future development	Headteacher / Trust	Ongoing	Accessibility is incorporated into relevant improvements

7. Accessibility Strand 3 – Information

South Kirkby Academy recognises that some pupils may require information to be presented in alternative formats or in an adapted way.

Information may be adapted according to individual need.

This may include:

- simplified language;
- visual information;
- symbols;
- photographs;
- enlarged print;
- alternative fonts or layouts;
- audio information;
- technology;
- communication aids;
- additional explanation;
- repetition;
- additional processing time.

The school will consider the needs of disabled pupils when providing information relating to:

- learning;
- school routines;
- behaviour expectations;
- safety;
- trips;

- events;
- changes to routine;
- communication with home.

Parents/carers can request information in an appropriate accessible format where reasonably possible.

Information Accessibility Action Plan

Area	Current position	Action required	Responsibility	Timescale	Success criteria
Pupil information	Visual information is used where appropriate	Review accessibility of key pupil-facing information	SENDCo / Class Teachers	2026–27	Key information is accessible to identified pupils
School communications	Standard school communications are provided	Identify parents/carers requiring accessible formats	Office / SLT	Ongoing	Parents/carers can access important information
Visual resources	Visual supports are used within classrooms	Maintain and develop consistent use where required	Class Teachers / SENDCo	Ongoing	Pupils can access information through appropriate formats
Communication systems	Individual communication needs are identified	Ensure staff understand agreed communication systems	SENDCo	Ongoing	Staff use pupils' agreed communication approaches consistently
Website information	School information is published online	Review accessibility of key SEND information	SLT / SENDCo	Annually	SEND information is accessible and easy to locate
Policies	Policies are available to families	Ensure key policies are available in accessible formats where requested	Office / SLT	Ongoing	Families can access relevant school policies
Emergency information	Individual needs are considered	Ensure emergency and safety information is accessible to pupils who require adaptations	SLT / SENDCo	Ongoing	Pupils understand relevant safety information

8. Reasonable Adjustments

South Kirkby Academy will consider reasonable adjustments for disabled pupils on an individual basis.

Adjustments may include:

- changes to teaching;
- changes to the environment;
- additional equipment;
- communication support;
- changes to routines;
- additional processing time;
- sensory adjustments;
- adapted assessment arrangements;
- support during transitions;
- adaptations to activities;
- changes to the way information is presented.

The school will balance the needs of the individual pupil with the needs of other pupils and the practical circumstances of the school.

Reasonable adjustments will be reviewed where the pupil's needs change.

9. SEND and Accessibility

The Accessibility Plan should be read alongside the SEND Policy.

The SEND Policy sets out the school's approach to:

- identification;
- assessment;
- the graduated approach;
- provision;
- EHCPs;
- teaching;
- interventions;
- specialist support;
- transition;
- evaluation.

The Accessibility Plan focuses specifically on removing or reducing disability-related barriers to:

1. the curriculum;
2. the physical environment;
3. information.

10. Pupil Voice

The school will involve pupils in identifying accessibility barriers wherever appropriate.

Pupil views may be gathered through:

- individual discussion;
- pupil voice activities;
- visual choices;
- communication systems;
- observations;
- annual reviews;
- individual planning;
- feedback following activities or visits.

Where a pupil has communication difficulties, appropriate alternative methods will be used to ensure their views are represented.

Pupils will be encouraged to identify:

- what helps them learn;
- what makes learning difficult;
- environmental barriers;
- sensory barriers;
- communication barriers;
- what adjustments they find helpful;
- how they can develop greater independence.

11. Parent and Carer Involvement

Parents and carers are important partners in improving accessibility.

Parents/carers will be encouraged to share:

- information about their child's disability or additional needs;
- strategies that work at home;
- concerns about accessibility;
- information from health or other professionals;
- views about reasonable adjustments.

Where appropriate, parents/carers will contribute to planning, reviewing and evaluating adjustments.

12. Staff Training

Staff will receive appropriate training and guidance to enable them to meet the accessibility needs of pupils.

Training needs may include:

- disability awareness;
- autism;
- communication;
- sensory needs;
- physical needs;
- medical conditions;
- assistive technology;
- communication systems;
- reasonable adjustments;
- accessible teaching;
- emergency procedures.

The SENDCo and school leadership will consider accessibility training as part of the school's annual professional development planning.

13. Accessibility of Trips, Visits and Enrichment

The school aims to ensure that disabled pupils can participate in educational visits and wider enrichment opportunities wherever reasonably possible.

Before a visit, staff will consider:

- physical access;
- transport;
- toilets;
- sensory environment;
- communication;
- medical needs;
- staffing;
- equipment;
- risk;
- emergency procedures;
- individual reasonable adjustments.

Where a barrier is identified, the school will explore reasonable alternatives or adjustments.

A pupil's disability should not automatically prevent participation.

14. Transition and Accessibility

Accessibility needs will be considered during transitions:

- into school;
- between classes;
- between key stages;
- between educational settings;
- from primary to secondary;
- towards preparation for adulthood.

Where appropriate, transition arrangements may include:

- additional visits;
- photographs;
- visual timetables;
- social stories;
- transition passports;
- individual transition plans;
- meetings between settings;
- information sharing;
- pupil voice;
- parent/carer involvement.

The SENDCo will coordinate accessibility considerations as part of SEND transition planning.

15. Medical Needs and Accessibility

Some medical conditions may create temporary or long-term barriers to accessing education.

The school will consider appropriate adjustments for pupils with medical needs.

These may include:

- healthcare plans;
- medication arrangements;
- emergency procedures;
- access to toilets;
- movement breaks;
- seating arrangements;
- additional rest periods;
- specialist equipment;
- staff training;
- risk assessments;
- adjustments to activities.

Medical needs will be managed in accordance with the school's Supporting Pupils with Medical Conditions Policy.

16. Monitoring and Evaluation

The Accessibility Plan will be monitored by the Headteacher and SENDCo.

Progress will be considered through:

- pupil voice;
- parent/carer feedback;
- staff feedback;

- SEND monitoring;
- observations;
- accessibility audits;
- individual pupil reviews;
- EHCP annual reviews;
- incident and accident information;
- review of reasonable adjustments.

The school will consider whether actions have:

- reduced barriers;
- improved participation;
- increased independence;
- improved access to learning;
- improved access to information;
- improved physical access;
- improved pupil experience.

Where an action has not achieved its intended outcome, it will be reviewed and amended.

17. Accessibility Plan Priorities 2026–2029

The following priorities will form the school's planned accessibility work over the three-year period.

Priority	Action	Lead	2026–27	2027–28	2028–29	Success measure
1	Complete a whole-school accessibility audit	Headteacher / SENDCo / Site Team	✓	Review	Review	Barriers identified and prioritised
2	Review curriculum accessibility	SENDCo / SLT	✓	Review	Review	Curriculum adaptations consistently support identified pupils
3	Develop staff confidence in reasonable adjustments	SENDCo / SLT	✓	✓	✓	Staff demonstrate appropriate use of adjustments
4	Review physical accessibility	Site Team / Trust	✓	✓	✓	Identified physical barriers addressed according to priority
5	Review accessible information	SENDCo / Office / SLT	✓	Review	Review	Key information available in appropriate formats

6	Strengthen pupil voice around accessibility	SENDCo	✓	✓	✓	Pupils contribute to identifying barriers and solutions
7	Strengthen parent/carer feedback	SENDCo / SLT	✓	✓	✓	Accessibility concerns are identified and responded to
8	Review accessibility of trips and enrichment	SLT / Visit Leads	✓	✓	✓	Disabled pupils participate wherever reasonably possible
9	Review transition arrangements	SENDCo / Class Teachers	✓	✓	✓	Individual accessibility needs are transferred effectively
10	Review specialist equipment	SENDCo / Site Team	✓	✓	✓	Equipment is appropriate, maintained and available

18. Annual Accessibility Audit

At least annually, the school should consider:

Curriculum

☐ Can disabled pupils access lessons?

☐ Are reasonable adjustments being made?

☐ Are resources accessible?

☐ Are assessment arrangements appropriate?

☐ Can pupils participate in PE?

☐ Can pupils participate in educational visits?

☐ Can pupils participate in enrichment?

Physical Environment

☐ Are entrances accessible?

☐ Are internal routes accessible?

☐ Are toilets appropriate?

☐ Is specialist equipment available?

☐ Are classrooms appropriately arranged?

☐ Are sensory barriers considered?

☐ Are emergency evacuation arrangements appropriate?

Information

☐ Can pupils access key information?

☐ Are communication systems understood by staff?

☐ Can parents/carers access school information?

☐ Are alternative formats available where reasonably required?

☐ Is website information accessible?

Participation

☐ Can disabled pupils participate in assemblies?

☐ Can they access break and lunchtime?

☐ Can they participate in clubs?

☐ Can they participate in school events?

☐ Are pupils' views being sought?

☐ Are parents/carers involved?

19. Review of the Accessibility Plan

This Accessibility Plan will be reviewed annually and formally updated at least every three years.

The review will consider:

- progress against actions;

- changes in pupil needs;
- changes to the school environment;
- new equipment;
- changes in legislation;
- feedback from pupils;
- feedback from parents/carers;
- feedback from staff;
- information from external professionals;
- recommendations arising from SEND monitoring.

The plan may be amended sooner if significant changes occur.

20. Publication

The Accessibility Plan will be made available through the school website and/or on request from the school office.

Parents/carers may contact the school if they require information in an alternative format.