



Accessibility Policy & Plan

2026-2029

Document	Accessibility Policy & Plan 2026-29 (Version 1.0)
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Plan period	September 2026 to September 2029
Progress review	At least annually, and sooner where significant needs or site arrangements change
Next full review	September 2029
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Responsible body	Achievement Through Collaboration (AtC) Multi Academy Trust under its governance arrangements
Academy	Witton Park Academy, Buncer Lane, Blackburn, Lancashire, BB2 6TD

Statutory status

This document contains Witton Park Academy's written Accessibility Plan for disabled pupils under paragraph 3 of Schedule 10 to the Equality Act 2010. The Academy must keep the plan under review, revise it where necessary, implement it, and have regard to the resources needed to do so.

A paper or alternative-format copy is available free of charge on request from the Academy.



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What this document is - and is not

The statutory Accessibility Plan is about increasing access over time for disabled pupils. It does not replace the Academy's duty to make reasonable adjustments for individual disabled pupils, the SEND graduated response, an EHC plan, a risk assessment, a Personal Emergency Evacuation Plan (PEEP), or any specialist medical or professional advice.

1. Purpose, scope and legal framework

Witton Park Academy is committed to an inclusive environment in which disabled pupils can access education, participate in the life of the Academy and receive information in a form they can use. Accessibility is a whole-Academy responsibility and is considered in curriculum planning, SEND provision, behaviour systems, educational visits, examinations, estates management, communication, procurement and safeguarding.

This policy and plan primarily concerns disabled pupils and prospective pupils. The Academy also seeks to make its communication and environment accessible to disabled parents, carers, staff and visitors in accordance with the legal duties that apply to them, but those wider duties are not a substitute for the specific pupil-focused Accessibility Plan required by Schedule 10 to the Equality Act 2010.

The Equality Act 2010 requires the responsible body of a school to prepare and implement a written Accessibility Plan. Over the period of the plan, the Academy must work to:

- increase the extent to which disabled pupils can participate in the Academy curriculum;
- improve the physical environment so that disabled pupils can take greater advantage of education, benefits, facilities and services provided or offered by the Academy; and
- improve the delivery to disabled pupils of information that is readily accessible to pupils who are not disabled, within a reasonable time and in ways that take account of pupils' disabilities and preferences expressed by them or their parents/carers.

The plan must be kept under review and implemented. The responsible body must also have regard to the need to allocate adequate resources for implementation. Witton Park Academy therefore operates a three-year plan with annual progress review and earlier revision where required by changing pupil needs, significant site works, new guidance or identified barriers.

This document should be read alongside the Academy SEND Policy, SEND Information Report, Equality and Diversity arrangements, Behaviour for Learning Policy, Uniform and Appearance Policy, Supporting Pupils with Medical Conditions arrangements, Health and Safety procedures, Emergency/Evacuation procedures, Educational Visits procedures, Admissions information, Data Protection arrangements and the Trust Complaints Policy.



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As an academy, Witton Park Academy is also subject to the Public Sector Equality Duty in section 149 of the Equality Act 2010. In exercising its functions, the Academy must have due regard to the need to eliminate unlawful discrimination, advance equality of opportunity and foster good relations. Accessibility planning is one practical part of that wider equality duty.

2. Our accessibility principles

- High expectations and equal dignity: disability does not reduce a pupil's entitlement to ambitious teaching, participation, safety, respect or preparation for adulthood.
- Remove barriers rather than lower entitlement: the Academy will consider what creates substantial disadvantage and what reasonable, effective step can reduce or remove it.
- Plan proactively: accessibility is considered before barriers become crises, including during transition, timetabling, curriculum planning, educational visits and estates work.
- Individualise decisions: the same diagnosis may affect pupils differently. Adjustments are based on functional impact, evidence, pupil voice and professional advice where relevant - not on diagnosis alone.
- Promote independence: support should enable participation and independence wherever reasonably possible rather than unnecessarily creating dependence or separation.
- Avoid blanket restrictions: disability or SEND will not, by itself, be treated as a reason to exclude a pupil from a subject, trip, activity, social time or wider opportunity. Any genuine safety concern will be assessed individually.
- Listen and review: pupils and parents/carers are important sources of information about barriers, successful strategies and changing needs. Arrangements are reviewed when evidence shows they are not effective.

Accessibility is not the same as identical treatment

Treating every pupil in exactly the same way can place a disabled pupil at a substantial disadvantage. A reasonable adjustment may involve doing something differently so that the pupil can access the same educational opportunity.

3. Disability, SEND and reasonable adjustments

3.1 Disability under the Equality Act 2010

A person is disabled for the purposes of the Equality Act 2010 where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. The legal definition is broader than many people assume and can include sensory impairments, long-term health conditions, neurodevelopmental conditions and mental-health impairments where the statutory test is met.

3.2 Disability and SEND are not interchangeable

Some disabled pupils have SEN and some do not. Some pupils with SEN may meet the Equality Act definition of disability and some may not. A pupil does not need an EHC plan, a place on the SEND Register or a particular diagnosis before the Academy considers whether the Equality Act reasonable-adjustment duty is engaged.

3.3 Reasonable adjustments

Where a provision, criterion or practice places a disabled pupil at a substantial disadvantage compared with pupils who are not disabled, the Academy will consider reasonable steps to avoid that disadvantage. The duty also includes reasonable auxiliary aids and services where these are needed to avoid substantial disadvantage. Adjustments are considered case by case, taking account of effectiveness, practicability, safety, the pupil's needs, relevant professional advice, cost and resources, and the impact on the education and safety of others.

For disabled pupils, the reasonable-adjustments duty does not require schools to alter physical features as an individual adjustment. Physical access is addressed through the separate accessibility-planning duty in Schedule 10; this is why the physical-environment strand of the plan below is essential.

The Academy will not charge a pupil or parent/carer for an adjustment that the Academy is legally required to make.



4. Roles, responsibilities and governance

Role	Key responsibilities
Trust / governing arrangements	Approve or oversee the Accessibility Plan under delegated governance arrangements; ensure it is published, reviewed and resourced; hold leaders to account for implementation.
Headteacher / SLT	Provide strategic leadership; ensure accessibility is embedded across curriculum, behaviour, safeguarding, staffing, estates, procurement and school improvement; resolve barriers requiring cross-Academy action.
SENDCo - Miss J Smethurst	Coordinates the pupil-accessibility aspects of the plan; supports identification of barriers and reasonable adjustments; liaises with pupils, families and specialists; contributes to staff training; monitors implementation alongside leaders.
Site / premises leadership	Maintain accessible features; identify physical barriers; contribute to site audits, maintenance, emergency planning and capital works; escalate accessibility defects or risks promptly.
Curriculum and pastoral leaders	Ensure disabled pupils are considered in curriculum design, wider participation, behaviour/inclusion arrangements, trips, clubs, careers and transitions; address barriers identified through quality assurance or pupil voice.
Teachers and support staff	Know and implement relevant adjustments; provide accessible teaching/resources; raise concerns promptly; promote independence; contribute evidence to review.
Exams Officer / relevant assessment staff	Plan and implement approved access arrangements and reasonable adjustments in line with awarding-body requirements and normal way of working.
IT / communications / website leads	Support accessible digital information, documents and systems; respond to identified digital-access barriers and maintain relevant accessibility information.
Pupils and parents/carers	Share relevant information about barriers, preferences and successful strategies; participate in planning/review; raise concerns where arrangements are not working.

5. Identifying and planning for access needs

Accessibility planning starts with understanding barriers. The Academy may identify access needs through transition information, admission meetings, SEND/EHC-plan information, medical information, pupil or parent/carer views, observation, attendance/participation patterns, staff concerns, specialist advice, accessibility audits, incidents, complaints or changes in a pupil's health or functioning.

Where an individual pupil requires adjustments, the Academy will record the arrangements in the most appropriate working document. Depending on the pupil, this may include an Individual Support Plan (ISP), EHC plan documentation, Individual Healthcare Plan, risk assessment, PEEP, access-arrangements evidence, pastoral/safeguarding plan or another clearly communicated record.

Plans should identify the barrier, the adjustment or support, who is responsible, any equipment or training required, and how effectiveness will be reviewed. Adjustments will be revised when they are ineffective, unnecessary, disproportionate or when the pupil's needs change.

The Academy will seek pupil and parent/carer views about accessibility where relevant. For the delivery of information, Schedule 10 specifically requires the Academy to take account of the pupil's disability and any preferences expressed by the pupil or their parents/carers.



6. Accessibility baseline and audit approach

Accessibility planning must be based on the Academy's actual site, current pupil profile and real barriers rather than assumptions. The Academy therefore uses both its historic premises information and a current site/pupil-access review. The previous WPA Access Policy, reviewed in June 2018, provides a useful premises baseline because the core building structure has not materially changed; however, historic statements are not treated as proof of current accessibility. The Site/Premises Lead and SENDCo will verify the position during the 2026-29 plan period and update the baseline whenever the site or pupil needs change.

6.1 Premises baseline from the previous WPA Access Policy

The Academy building was occupied from September 2012 following the Building Schools for the Future programme. The June 2018 Access Policy recorded the following features. These are carried forward as the historic premises baseline and should be checked against the current site audit rather than assumed to remain operational solely because they appeared in the earlier document:

- wheelchair circulation was recorded as available throughout the school, with routes described as logical and well signed;
- wheelchair users and disabled staff/visitors were recorded as using the community entrance for access;
- designated disabled parking spaces were available;
- three lifts served the building;
- emergency alarm arrangements included both audible and visual components;
- accessible toilets were located within toilet blocks and were fitted with alarm pull cords linked to a visual alert/reset system;
- four hygiene/personal-care rooms were recorded around the building, including facilities on each floor and in the sports/dining areas;
- adjustable-height furniture/tables were available in classrooms and practical areas, including food technology; and
- individual Personal Emergency Evacuation Plans (PEEPs) were used for pupils who required them.

2026 verification requirement

Because the source premises record dates from 2018, the Academy will verify that these features remain present, usable, maintained and appropriate for the needs of current pupils. Any discrepancy, fault or new barrier identified through the site walk, pupil/parent feedback, specialist advice or individual planning will be recorded and actioned through this plan.

Area	Baseline / approach for 2026-29
Physical access	The historic audit records whole-school wheelchair circulation, a community access entrance, designated disabled parking and three lifts. Current routes, entrances/exits, circulation, specialist/practical spaces and lift availability will be verified through the 2026 site audit and planned around individual need.
Accessible toilets & personal care	The historic audit records accessible toilets within toilet blocks, alarm pull cords and four hygiene/personal-care rooms. Current location, condition, equipment and suitability will be verified; individual dignity, healthcare, equipment and staffing arrangements will be planned where required.
Furniture & practical access	The historic audit records adjustable-height tables/furniture in classrooms and practical areas. Current availability and suitability will be checked against the needs of pupils using classrooms, laboratories, food technology, PE and other specialist spaces.
Emergency access	The historic audit records audible and visual alarms and the use of individual PEEPs. Current evacuation systems will be checked, and a PEEP or equivalent individual evacuation arrangement will be produced where disability affects safe evacuation.



Area	Baseline / approach for 2026-29
Curriculum access	Adaptive teaching, SEND strategies, assistive resources and targeted support are used according to assessed need. Access to practical subjects, PE, examinations, trips and wider activities is considered individually.
Information	Pupil information and teaching resources can be adapted where required. The Academy will provide information in alternative formats where reasonably required and practicable, taking account of the pupil's needs and preferences.

Important limitation

An accessible feature on paper does not establish that a particular pupil can use the site safely and independently in practice. Accessibility will therefore be judged against the individual barrier, current condition of the environment and any specialist advice. The Academy will not rely on the historic description of the building as "DDA compliant"; current duties arise under the Equality Act 2010 and Schedule 10 accessibility-planning framework.

7. Access to the curriculum and wider school life

The Academy will work to increase the extent to which disabled pupils can participate in the full curriculum and the wider life of the school. This includes classroom learning, practical subjects, PE, assemblies, social times, clubs, enrichment, educational visits, careers, work-related learning, examinations and transition activities.

Depending on assessed need, access arrangements may include:

- adaptive teaching, scaffolding, chunking, visual supports or alternative ways of recording work;
- assistive technology, specialist software, magnification, modified resources or communication aids;
- adapted seating, positioning, movement breaks or access to a quieter working environment;
- changes to routines, seating plans, timings, transitions or the location in which an activity takes place;
- additional preparation for changes, unfamiliar environments, practical activities or educational visits;
- adult support where it is necessary and proportionate, with a focus on increasing independence;
- reasonable adjustments to behaviour, uniform or other Academy procedures where disability would otherwise create substantial disadvantage; and
- assessment/examination adjustments approved or permitted through the relevant awarding-body or regulatory arrangements.

Accessibility does not require the Academy to remove the essential educational purpose of a lesson, activity or assessment. Where an ordinary method creates disability-related disadvantage, staff will consider a reasonable alternative way for the pupil to participate or demonstrate learning, subject to any applicable awarding-body or regulatory requirements.

Educational visits and activities will be planned using individual risk assessment where needed. A disabled pupil will not be excluded solely because adjustment is inconvenient; leaders will consider reasonable alternatives and specialist advice where necessary.

8. Physical environment and safe access

The Academy will improve its physical environment over time to increase disabled pupils' ability to take advantage of education, benefits, facilities and services. This planning duty is distinct from the individual reasonable-adjustment duty and allows accessibility to be considered strategically as the site develops.

Physical accessibility planning includes, as relevant:

- step-free routes, entrances/exits, door widths, circulation routes and movement between levels;
- lifts, ramps, accessible toilets, changing/personal-care arrangements and specialist lifting/hoist facilities;
- classroom layout, furniture, specialist seating and access to practical spaces;
- lighting, acoustics, contrast, signage, wayfinding and sensory aspects of the environment;
- safe access to outdoor areas, social spaces, dining, PE and emergency assembly arrangements;
- maintenance and prompt reporting of faults affecting an accessible route or essential accessibility equipment; and



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- accessibility implications of refurbishment, capital works, new furniture, technology and procurement.

Where significant estates work is planned, the Academy/Trust should consider current DfE inclusive-estates guidance alongside applicable building, fire-safety, health-and-safety and specialist professional advice. Accessibility should be designed in as early as reasonably possible rather than added after decisions have been made.

8.1 Emergency evacuation

Where a pupil may be unable to follow standard evacuation arrangements safely and independently, the Academy will consider whether a Personal Emergency Evacuation Plan (PEEP) or other individual emergency arrangement is required. Plans will identify the support, route, equipment and staff actions required and will be reviewed following significant changes in need, environment or evacuation arrangements.

9. Accessible information and communication

The Academy will work to improve the delivery of information to disabled pupils where equivalent information is readily accessible to pupils who are not disabled. Information must be delivered within a reasonable time and in a way that takes account of the pupil's disability and any preference expressed by the pupil or their parent/carers.

Depending on need, this may include:

- large print, enlarged diagrams, accessible fonts and appropriate spacing/contrast;
- digital versions compatible with relevant assistive technology;
- simplified, symbol-supported or easy-read information where this assists understanding;
- audio, tactile, Braille or specialist-format materials where required and reasonably practicable, including through external specialist support where necessary;
- captioned or transcribed audiovisual information where needed; and
- additional explanation, pre-teaching or communication support where the format alone would not remove the barrier.

Public-facing digital information and documents should be created with accessibility in mind. The Academy/Trust website accessibility statement and any applicable digital-accessibility arrangements sit alongside, but do not replace, this pupil Accessibility Plan.

Parents/carers who require information about their child or Academy processes in an accessible format are encouraged to contact the Academy. Reasonable communication adjustments will be considered according to the circumstances and the legal duties that apply.

10. Admissions, transitions, educational visits and assessments

10.1 Admissions and transition

The Academy will not refuse admission simply because a pupil is disabled. Admissions are managed under the Academy's published admissions arrangements and the statutory processes that apply to pupils with EHC plans. Accessibility planning begins as early as possible where the Academy is aware that an incoming pupil may require adjustments, equipment, site access arrangements, staff training or specialist advice.

At transition points, relevant accessibility information should be transferred securely and on a need-to-know basis so that reasonable arrangements can be in place from the start where reasonably possible.

10.2 Educational visits, enrichment and participation

Planning for trips, clubs, enrichment and off-site activity will include consideration of access needs. Risk assessment should identify actual risks and workable controls rather than relying on assumptions about disability. Where the original activity creates a barrier, staff should consider reasonable changes or alternatives that preserve the educational purpose.

10.3 Examinations and assessments

The Academy will identify and apply for access arrangements or reasonable adjustments in accordance with the requirements of the relevant awarding organisation and regulatory framework. Arrangements



should reflect the pupil's established needs and, where required by the rules, their normal way of working. Approved arrangements will be implemented accurately and securely.

11. Monitoring, complaints and review

11.1 Monitoring and evidence

Implementation of this plan will be monitored through a combination of site/accessibility audits, SEND quality assurance, pupil and parent/carer feedback, participation information, incident/complaint learning, staff feedback, accessibility of key information and completion of the action plan below. Evidence should be proportionate and useful: the purpose is to identify barriers and improve access, not to create paperwork for its own sake.

The SENDCo will coordinate an annual progress review with relevant leaders. Actions involving premises, finance, curriculum, IT or safety remain the responsibility of the appropriate operational leader; accessibility is not solely a SENDCo responsibility.

11.2 Resource allocation

In preparing and implementing the Accessibility Plan, the responsible body will have regard to the need to allocate adequate resources. Accessibility priorities will be considered through relevant staffing, SEND, curriculum, IT, premises and capital-planning processes. Where a high-cost adaptation requires Trust, local-authority or external input, leaders will pursue the appropriate route while continuing to consider what reasonable interim steps can be taken.

11.3 Raising a concern

A pupil or parent/carer who believes an accessibility arrangement is not working should normally raise the concern with the relevant teacher, Head of Year, SENDCo or senior leader so that the barrier can be reviewed promptly. Formal complaints about Academy action or provision are handled through the Trust Complaints Policy. Use of the Academy complaints procedure does not remove any separate statutory right of appeal or claim that may apply, including rights relating to EHC plans or disability discrimination.

11.4 Review cycle

This plan covers September 2026 to September 2029. Progress will be reviewed at least annually and the plan will be revised earlier where necessary. A full new plan will be prepared no later than the end of the current three-year period. Earlier review may be triggered by a significant change in pupil need, major site works, new statutory guidance, an accessibility incident/complaint, or evidence that an existing action is ineffective.

12. Three-year Accessibility Plan 2026-2029

The action plan below converts the statutory three strands into specific Academy priorities. Timescales are target review points rather than a reason to delay an adjustment needed for an individual pupil. Individual reasonable adjustments should be considered when the need arises.

Strand A - Increase participation in the curriculum

Priority / action	Lead	Timescale	Evidence of progress / success
A1. Ensure identified access barriers and reasonable adjustments are clearly recorded in the pupil's appropriate working plan/record and communicated to relevant staff. Review when needs change.	SENDCo / teachers / pastoral	Ongoing from Sep 2026	Staff can identify required adjustments; records are current; pupil/parent feedback and QA show agreed strategies are implemented.



Priority / action	Lead	Timescale	Evidence of progress / success
A2. Complete an annual accessibility review of disabled pupils' participation in curriculum and wider opportunities, including PE, practical subjects, trips, clubs, careers and other enrichment. Investigate patterns of non-participation rather than assuming they are preference.	SENDCo / curriculum & pastoral leaders	By Jul 2027, then annually	Review identifies barriers and actions; unexplained participation gaps reduce or are addressed through individual planning.
A3. Identify disability/accessibility CPD needs from the pupil profile, staff confidence, incidents and QA. Deliver targeted training, including use of specialist equipment/assistive technology where required.	SENDCo / SLT	Needs review annually; training ongoing	Training record; staff confidence/implementation evidence; specialist advice translated into classroom practice.
A4. Ensure examination/access-arrangement processes identify needs early enough for applications, modified papers/equipment and staff arrangements to be in place in line with current awarding-body requirements.	Exams Officer / Access Arrangements Specialist Assessor	Each exam cycle	Deadlines met; approved arrangements correctly implemented; pupils able to demonstrate knowledge without avoidable disability-related disadvantage.
A5. Embed an accessibility check into planning for educational visits, enrichment, work-related learning and off-site activities, including individual risk assessment where needed.	Trip leaders / pastoral & curriculum leaders	From Autumn 2026, ongoing	Disabled pupils participate wherever reasonably possible; decisions and alternatives are evidence-based rather than blanket exclusions.

Strand B - Improve the physical environment

Priority / action	Lead	Timescale	Evidence of progress / success
B1. Verify the historic 2018 premises accessibility baseline through a structured site accessibility walk/audit informed by current pupil needs. Confirm current status of the community access route, designated disabled parking, three lifts, accessible toilets/alarm pull cords, hygiene/personal-care rooms, audible/visual alarms, adjustable-height furniture, signage, specialist/practical spaces and any other current access features. Record changes, faults, barriers and ownership.	Site / Operations Manager / SLT	Initial verification by Dec 2026; review annually and after major works	Dated audit cross-referenced to the historic baseline; current features confirmed rather than assumed; identified barriers/faults assigned and reviewed; progress reported through governance arrangements.
B2. Maintain the accessibility features and facilities identified through the site audit and ensure faults affecting essential access are reported and escalated promptly.	Site / Operations Manager	Ongoing	Maintenance/defect records; essential access arrangements remain available and safe; contingency arrangements documented where a feature or facility is temporarily unavailable.



Priority / action	Lead	Timescale	Evidence of progress / success
B3. Ensure any pupil requiring individual evacuation arrangements has an appropriate PEEP or equivalent plan, communicated to relevant staff and reviewed when need/site arrangements change.	Site / Pastoral / SENDCo	On identification; review at least annually and after change	Current plans available; staff know responsibilities; evacuation arrangements tested/reviewed as appropriate.
B4. Build accessibility consideration into refurbishment, capital works, furniture/equipment procurement and changes to room use, using current DfE inclusive-estates guidance and specialist advice where relevant.	Trust / Headteacher / Operations Manager	Ongoing 2026-29	Project/planning records show accessibility considered before decisions; avoidable new barriers are not introduced.

Strand C - Improve access to information

Priority / action	Lead	Timescale	Evidence of progress / success
C1. Establish a clear process for pupils/parents to request information in an alternative format and for staff to escalate specialist-format requests.	SENDCo / admin / communications	By Jan 2027	Request route communicated; requests logged/resolved within a reasonable time; feedback shows formats are usable.
C2. Publish simple staff guidance for creating accessible pupil-facing documents and resources, including headings, readable layout, contrast, meaningful link text, accessible PDFs/digital files and alternatives for essential visual/audio information.	IT / communications / SENDCo	By Apr 2027; refresh annually	Guidance issued; spot checks show improved accessibility of key documents/resources; identified issues are corrected.
C3. Review high-use pupil/parent information for known access barriers and prioritise remediation of essential information. Maintain the separate website accessibility statement/arrangements where applicable.	Communications / IT / admin	Initial review by Jul 2027; ongoing	Priority documents are accessible or an accessible alternative is available; fewer repeated access problems are reported.
C4. For individual pupils, ensure required alternative formats or communication methods are specified in the relevant plan and made available within a reasonable time, taking account of pupil/parent preferences.	Teachers / SENDCo / support staff	Ongoing	Pupil can access essential learning/Academy information; effectiveness reviewed through pupil voice and progress/participation evidence.

Strand D - Governance, evidence and continuous improvement

Priority / action	Lead	Timescale	Evidence of progress / success
D1. Complete an annual progress review against this plan, identify unfinished/high-priority actions and confirm resource implications for the following year.	SENDCo / SLT / site lead	Annually by September	Annual review record; revised priorities/resources where necessary; clear ownership of outstanding actions.



Priority / action	Lead	Timescale	Evidence of progress / success
D2. Report accessibility progress through the Academy/Trust governance route and use pupil/parent feedback, complaints and incidents as improvement evidence.	Headteacher / SENDCo / Link Governor	At least annually	Governance record shows scrutiny of progress, barriers and resource needs; actions are followed through.
D3. Prepare the next three-year Accessibility Plan, informed by the final review of this plan, current cohort needs, site development and current statutory guidance.	Responsible body / Headteacher / SENDCo	By Sep 2029	New plan approved/published without a gap; lessons from 2026-29 incorporated.

Appendix A. Evidence and annual review record

The following evidence may be used to review this plan. No single measure is determinative; the purpose is to build a practical picture of whether disabled pupils can access and participate in Academy life.

- pupil and parent/carer voice about barriers and successful adjustments;
- participation in curriculum, PE, trips, clubs, careers, work-related learning and enrichment;
- attendance, punctuality or reduced timetables where disability-related access is relevant;
- behaviour, suspension/reflection or inclusion data where reasonable adjustments/access barriers may be relevant;
- quality assurance of classroom adjustments and accessible resources;
- examination/access-arrangement implementation;
- site-accessibility audit findings, including verification of the historic 2018 premises baseline, maintenance and capital-work records;
- PEEPs and emergency-access reviews;
- requests for alternative-format information and digital-accessibility issues;
- complaints, incidents and near misses that identify accessibility barriers;
- staff training and specialist advice; and
- progress against the specific actions in Section 12.

Annual review point	Evidence considered / key findings
2026-27	
2027-28	
2028-29	

Appendix B. Key legislation and guidance

- Equality Act 2010, including the definition of disability, education duties, reasonable adjustments and Schedule 10 (accessibility for disabled pupils).
- Disability Discrimination (Prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations 2005, as applied through the Equality Act 2010 savings/consequential provisions - the three-year planning cycle.
- Children and Families Act 2014 and the Special Educational Needs and Disability Regulations 2014.
- SEND Code of Practice: 0 to 25 years (DfE/Department of Health).
- Equality Act 2010: advice for schools (DfE).
- What academies and further education colleges must or should publish online (DfE) - current publication requirements, including the Accessibility Plan.
- Inclusive education estates (DfE, June 2026) - current guidance on high-impact adaptations and inclusive education environments.
- Current Ofqual/awarding-body guidance and applicable JCQ arrangements for reasonable adjustments and access arrangements in assessments.



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- Relevant health and safety, fire safety, safeguarding, medical conditions and educational visits requirements and guidance.

Document-control principle

This policy records Academy arrangements at the date of approval. Where legislation, statutory guidance, an EHC plan, a tribunal order or an individual pupil's lawful entitlement requires a different or additional step, that requirement takes precedence. The plan will be revised sooner than September 2029 if necessary.