Accessibility Plan
and Equality Objectives

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Accessibility Plan and Equality Objectives

1 Introduction

The following policy is The Ascent Academies' Trust's response to the requirement for schools to have an **accessibility plan**. This is a statutory requirement (see DFE's guidance on statutory policies for schools) and the Trust is committed to ensuring that the principles and actions contained within the policy are enacted in the best interests of all our students.

The Equality Act 2010[1] came into force on 1 October 2010 and replaced all existing equality legislation, including the Disability Discrimination Act (DDA). The effect of the law is the same as the previous legislation, in that **"schools cannot unlawfully discriminate against students because of their sex, race, disability, religion or belief and sexual orientation".**

Advice from the Department for Education (DfE) on the Equality Act 2010 explains that schools/academies must have an accessibility plan to comply with the Act, just as they did under the DDA. Schools must ensure that they are meeting their duties under the Public Sector Equality Duty (PSED), which replaced previous statutory duties for schools on race, gender and disability.

Trustees are aware that our accessibility plan is listed as a statutory document in the DfE's guidance on statutory policies for schools. The guidance also requires that the policy is:

- Reviewed and reported on annually and drawn up/updated every three years
- Approved by the Board of Trustees, who are free to delegate this to a committee of Trustees, an individual Trustee or the Chief Executive. The Trust delegates the approval of this policy to the Chief Executive Officer (CEO) together with approval of the individual academy's plans.

Additionally, where disabled students are placed at a substantial disadvantage, schools must consider whether any reasonable adjustment can be made to overcome that disadvantage. This must be done within a reasonable time and in ways which are determined after taking account of the student's disabilities and any preferences expressed by them or their parents. Liaison with parents/carers and the students themselves is an important part of the Trust's approach.

2 How should an accessibility plan be published?

- The Academy's accessibility plan is a freestanding document.
- It is also available on the Trust's website.

3 What is included in our accessibility plan?

In addition to the Trust's overarching policy, each of our academies publishes its own accessibility plan. The DFE's statutory advice document[2] (2014) makes it very clear that **schools continue to have a duty to produce an Access Plan** which must be implemented.

[1] Equality Act 2010
https://www.gov.uk/guidance/equality-act-2010-guidance

[2] https://www.gov.uk/government/publications/statutory-policies-for-schools

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Our Academy plans reflect their intentions in three areas to:

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

4 Definition of Special Educational Needs and Disability (SEND)

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years[3] (DfE, 2014 updated 2015) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than most children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

5 Definition of special educational provision

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to students of the same age.

Within our individual Academy plans:

- For each aspect there are targets and actions
- Success criteria are included.
- The timescale for completion is indicated.
- Resource implications are costed.
- Systems of evaluation and monitoring are included.
- Training needs are identified (related to targets).

Our Academies have produced their accessibility plans in line with the Trust's special educational needs policy with the aim of ensuring that our Academies are socially and academically inclusive, that all students have access to a full curriculum, and that all students are appropriately challenged.

[3] https://www.gov.uk/government/publications/send-code-of-practice-0-to-25#history

Our **special educational needs policy** outlines the school's provision for supporting students with special educational needs and disabilities (SEND), and the school's **publication of equality information and objectives** explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. These individual accessibility plans provide an outline of how the Academy will manage this part of the SEND provision.

6 Academy Accessibility Plans;

Academy	Page Number	Original Date Approved	Last Review	Next Review
Ash Trees Academy	6-14	July 2021	December 2025	December 2026
Barbara Priestman Academy	15-20	July 2021	December 2025	December 2026
Hope Wood Academy	21-25	July 2021	December 2025	December 2026
Mowbray Academy	26 - 34		December 2025	December 2026
Portland Academy	35 - 44	July 2021	December 2025	December 2026
Springwater Academy	44 - 53		December 2025	December 2026

The Accessibility Plans for each Academy are reviewed annually by their Local Advisory Bodies (LABs) and reported to the Standards Committee (autumn term).

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Ash Trees Academy
3-year Accessibility Plan 2024-2027

Aim 1: Increase Access to the Curriculum

Year 1: Improve access to the community and sensory provision.
Year 2: Increase the Breadth of Provision for Pupils within Ash Trees.
Year 3: To enable access to the curriculum in outdoor areas and off site.

Year	Current Good Practice	Action	Success Criteria	Person responsible	Cost	Timescale	Review/Impact
Year 1	Pupils access a range of sensory provision within classroom on both sites and within a sensory room on both sites.	To refit the sensory room on Bowes Road so that it is appropriate to the needs of larger pupils.	New sensory provision on Bowes Road is more appropriately sized for larger pupils.	Trust OT Trust Facilities Manager Head of Academy Site Manager	£10k	Spring Term 24	Both rooms are restored and refurbished. 'Gate keepers' for both rooms and targeted training underway for colleagues to use purposefully.
	Colleagues are currently trained to drive the school minibus but are unable to drive larger vehicles.	Colleagues to access MIDAS Training to ensure that they can drive larger vehicles.	Greater numbers of pupils can access the curriculum off site and in the community.	Head of Academy Site Manager Assets and Estates Manager	£5k approx.	Summer Term 24	Pupils are consistently accessing at least one termly trip, developing independence and preparation for adulthood outside of the classroom. Ongoing
	An OT assistant is currently in place within the Academy, and the majority of pupils have a sensory programme in place. Most staff have an understanding of how to	To improve OT Provision by recruiting a new Occupational Therapist to work alongside existing OT assistant.	A new OT will be appointed trust wide. Training Courses will be provided for OT Assistant to develop skills.	Executive Head for Quality of Education OT Assistant Deputy Head Pastoral	£2k for training and resources £10k approx. for Academy	Spring Term 24	Sensory Worx in place, working alongside pastoral team and class colleagues. Sensory equipment audit taken place and

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	provide a sensory diet to young people.		Resources to be purchased to support implementation of programmes.		Share of Trust OT		resources to be ordered in conjunction with therapist expertise.
Year 2	Bowes Road site currently has a cookery room; however, this is slightly dated and not full supportive of individual pupil needs.	A full refit of Bowes Road cookery room.	Pupils will have access to a cookery room which facilitates greater independence and has appropriate layout and seating for needs.	Head of Academy Site Manager Assets and Estates Manager	£15k	Summer Term 25	Refurbishment complete. Room used as cooking room as part of embedded curriculum, making progress towards all curriculum frameworks linked to cooking.
	The academy currently has a provision for the small number of pupils where the change to the school day has affected their ability to drop off/collect pupils as they could previously.	An after-school provision and breakfast club to be created which gives pupils a greater access to extra-curricular activities and support.	Fully cost-effective provision created which supports both parents' flexibility to work, and provides increased access to extra-curricular activities to pupils	Head of Academy Chief Operating Officer	£1k initial resource costs	Spring Term 25	Breakfast club ('magic breakfast') in place by 9.30am to support all pupils to have physiological needs met in readiness for learning.
	The academy currently has a communication lead and several highly experienced colleagues who support communication. The academy liaises effectively with NHS SALT.	The recruitment of a SALT Assistant to support the communication needs of pupils.	Pupils have individual communication needs met within a structure which promotes more efficient liaison between school and NHS colleagues	Head of Academy Deputy Head Pastoral	£25k	Spring Term 25	Investment in basic communication devices – robust symbols, signage, to support the preverbal development of pupils.

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Year 3	Forest School is taught on both sites using areas of the school grounds, although these areas aren't bespoke to individual needs and not as wheelchair accessible at present.	To further develop a Forest School area on each academy site	Pupil initiated learning activities will take place outdoors on both sites to support independent and other aspects of personal development.	Forest School Lead Deputy Head Teaching and Learning Pupil Wellbeing Lead Assets and Estates Manager Site Manager	£5k	Autumn Term 25	Rievaulx garden area finished for Autumn 24. Possibilities of pathway being explored by DHT.
	Pupils have recently started to take part in a range of off-site visits since the purchase of a new minibus.	To use the location of the academy to facilitate participation in 'Beach School' learning sessions.	Pupil initiated learning activities will take place outdoors on both sites to support independent and other aspects of personal development.	Forest School Lead Deputy Head Teaching and Learning Pupil Wellbeing Lead Assets and Estates Manager Site Manager	£8k including relevant training	Summer Term 26	Colleagues finished training in November '25. Team of colleagues facilitating planning and delivery of sessions across all three sites. Impact to be seen with pupils in summer term once delivery commences.
	The academy currently facilitates a range of off-site experiences for children, however at present this is not done overnight or in a residential capacity at present.	Enriched residential experiences appropriate to individual needs.	The academy will offer a series of fully accessible residentials for young people of varying need at Y6.	Deputy Head Pastoral Educational Visits Coordinator Assistant Head Head of Academy	£1k approx. with funding options to be explored in line with poverty proofing arrangements	Summer Term 26	Breadth of visits has increased to utilise range of activities and sports. Billingham South pupils attending residential in summer '26.

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Aim 2: Improve and Maintain Access to the Physical Environment

Year 1: Continuous Improvement of Outdoor Areas
Year 2: Enhance Indoor/Outdoor Spaces
Year 3: Refresh and Improve Existing Outdoor/Specialist Spaces

Year	Current Good Practice	Action	Success Criteria	Person responsible	Cost	Timescale	Review/Impact
Year 1	The Academy currently tries to meet the needs of all pupils with a wide range of requirements in appropriately sized groups.	Creation of new classroom places on Rievaulx site to create between 4-6 places.	Academy will increase to around 175 pupils in a safe and controlled manner. Pupils will still have access to specialist areas such as a library.	Head of Academy Chief Operating Officer	£132k approx. cost of modifications to building plus teacher and 2 teaching assistants	Spring Term 24	Classroom set up with 6 pupils in place. Air conditioning planned for other half to ensure usability.
	Large numbers of surfaces have been upgraded so that they are accessible outdoors during winter months when it is potentially more slippery.	Upgrade all outdoor areas so that they are accessible all year round.	All Bowes Road classrooms will have an outdoor area that can be used all year round.	Head of Academy Assets and Estates Manager Site Manager Assistant Head	£10k	Spring Term 24	Outdoor areas usable throughout the academic year and are 'weatherproof.' Planned learning opportunities each day.
	The Academy has secure high level fencing, appropriate to the needs of learners in nearly all spaces. There are some areas where fencing, whilst safe, will need to be adapted to meet the changing needs of the cohort of pupils who climb well.	Ensure that all fencing is appropriate for the needs of individual cohorts.	All outdoor areas on both sites to have appropriate high-level fencing to support the needs of pupils who may potentially climb.	Head of Academy Assets and Estates Manager Site Manager	£2k	Spring Term 24	Appropriate fencing in place on Rievaulx, area is secure and usable without risk of climbing/escaping.

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Year 2	Physical Equipment is currently stored safely in an existing room within Bowes and in a purpose-built storage area of Rievaulx.	Create a bespoke storage area on Bowes Road using KS2 yard decking area for physical equipment which is closer to pupils for easy access.	Space repurposed for easy access. Additional spaces are freed up for more specific pupil use.	Head of Academy Assets and Estates Manager Site Manager	£15k approx.	Summer Term 25	Storage area created, allowing safe and functional storage of pupil equipment and ensuring clear, safe corridors.
	The Academy has a wide range of resources and expertise to support young people with a visual impairment.	Visually Impaired environment.	Pupils can access consistent braille and familiar signage. The environment is supportive for independent movement around the academy for pupils with visual impairments.	Deputy Head Teaching and Learning Site Manager	£3k	Spring Term 25	Remodelling of 'Pink' class where VI pupils are based. Ceiling sound absorbers ordered.
	The Academy has 2 small multi-sensory rooms on Bowes and 1 on Rievaulx which will make way for a classroom.	Multi-sensory environments on both sites to be upgraded to meet current needs of cohort.	Robust and sustainable multi-sensory equipment is sourced to allow pupils with multi-sensory impairments to access specialist spaces.	Deputy Head Teaching and Learning Head of Academy Pathway 1/Lead for PMLD	£10k	Summer Term 25	Rooms updated, training scheduled for colleagues in January PD Day. Rooms kept locked and signing out system for key.
Year 3	Currently both sites have play equipment which will have been in place for several years.	Upgrade play equipment (exciting – large scale/both sites).	Replacement and upgraded play equipment in place to meet needs of current and projected cohort.	Head of Academy Assets and Estates Manager Site Manager	£20k	Spring Term 26	Adventure playground planned for Easter. Physical development equipment on both sites now more functional for pupil development and regulation.

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	The academy currently has a swing frame for wheelchair users on Bowes Road.	Wheelchair compatible equipment for playground.	Both sites have wheelchair compatible play equipment in outdoor spaces.	Head of Academy Assets and Estates Manager Site Manager	£20k	Summer Term 26	Further wheelchair compatible equipment planned for Easter '25. Outdoor equipment has increased and is used across both sites for enjoyment and curriculum
	There are currently designated pupil disabled toilets on Bowes Road.	Create new disabled staff toilet on Bowes Road.	There is a designated disabled access toilet on Bowes Road.	Head of Academy Assets and Estates Manager Site Manager	£20k	Summer 26	New disabled toilet finished and utilised by visitors and colleagues.

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Aim 3: Support the Physical Needs of Pupils

Year 1: Increase Opportunities for Pupils with Physical Disabilities
Year 2: Greater Access to Specialist Health Provision for Pupils with Complex Medical Needs
Year 3: Develop Outdoor Spaces for Pupils with Physical Disabilities

Year	Current Good Practice	Action	Success Criteria	Person responsible	Cost	Timescale	Review/Impact
Year 1	Pupils have an excellent curriculum and access to specialist teaching within class and from visiting professionals.	Provide Increased Access to Activities for Young People with Physical Disabilities.	Access to further offsite opportunities for pupils who are wheelchair users.	Deputy Head Teaching and Learning Physical Development Lead Pathway 1 Lead/Lead for PMLD	£3k transport and booking costs	Spring Term 24	All classes have trips arranged Autumn '24 by Christmas. EVC leading area.
	Pupils have access to Billingham Forum within y6 for National Curriculum Access.	Opportunities for Hydrotherapy to Support Physio.	Pupils can access other academies for more regular hydrotherapy sessions.	Deputy Head Teaching and Learning Physical Development Lead Pathway 1 Lead/Lead for PMLD	£1k associated transport and training costs	Summer Term 24	Swimming at Billingham forum in place and discussions with PA around being able to use pool.
	Pupils have access to Rebound on Bowes Road in Soft play.	Rebound – training/support/resources	Pupils will have access to Rebound to support regulation, physio and physical development on a regular basis across both sites.	Deputy Head Teaching and Learning Physical Development Lead	£3k for training and equipment	Spring Term 25	Rebound in place every Thursday and Friday on both sites.

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				Pathway 1 Lead/Lead for PMLD			
Year 2	Colleagues are appropriately trained for the medical needs of pupils.	Joint Commissioning with the NHS for Health Provision.	Support provided by health colleagues for medication and more complex health needs. Health needs fully funded by high needs top ups.	Head of Academy Deputy Head Pastoral	TBC by Local Authority	Spring Term 25	PMLD+ banding secured Nov ’24. Medication and first aid training programme in place.
	Pupils have access to a nature garden on Bowes Road.	To create a sensory walkway on both sites to support pupils with physical development and sensory needs.	Pupils will be able to experience a ‘sensory walkway’ on both sites to experience nature and develop independence during outdoor learning.	Deputy Head Teaching and Learning Site Manager Head of Academy Assets and Estates Manager	£3k	Summer Term 25	Outdoor classroom plans for Rievaulx. Sensory garden in place at Bowes.
	Pupils currently have an appropriate number of hoists within class to meet their physical needs.	Increase number of hoists within the academy to cater for the increasing number of pupils with physical disabilities.	Number of hoists (both permanent and mobile) will enable all positioning needs to be met efficiently.	Manual Handling Leads Site Manager Deputy Head Pastoral Assets and Estates Manager	£5k	Spring Term 25	Look to replace hoists as part of asset management plan Summer ’25.

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Year 3	Pupils currently have access to yards/outdoor spaces on both sites	Create a wheelchair track with multi-sensory experiences for wheelchair users	Pupils who are wheelchair uses will have a full outdoor experience which promotes their independence and freedom	Deputy Head Teaching and Learning Site Manager Head of Academy Trust Facilities Manager	£10k	Summer 26	Planning permission currently being explored.
	Pupils have access to a variety of bicycles in the main body of the outdoor areas on both sites	To create a cycling track on Rievaulx field for bikes (adapted or otherwise) to access on both sites.	Pupils from both sites will have regular safe access to cycling as part of their physical development	Deputy Head Teaching and Learning Site Manager Head of Academy Trust Facilities Manager	£10k	Summer 26	Planning permission being explored for Summer '26.
	Floor is currently fit for purpose as is the area	Ensure that MUGA on Bowes Road is resurfaced and redeveloped to support physical development	The MUGA will be improved to facilitate greater access for wheelchair users and those with mobility issues. It will be expanded to provide greater opportunity for physical development sessions outdoors where hall space is limited.	Head of Academy Trust Wide Facilities Lead Site Manager	£20k	Summer Term 26	Adventure playground planned to be resurfaced during Easter '26, this will therefore need to be pushed back. Adventure playground priority due to diminishing equipment.

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Barbara Priestman Academy
3-year Accessibility Plan 2024-2027

Aim 1: Review and address capacity issues across both sites.

Year 1: To work with LA to identify and secure longer term plan for accommodation.
Year 2: To ensure new site replicates and builds on specialist facilities available.
Year 3: To complete transition to planned new site.

Year	Current Good Practice	Action	Success Criteria	Person responsible	Cost	Timescale	Review/Impact
Year 1	There is a second site which houses Sixth Form provision	Longer term this site will not be available for lease therefore discussions need to take place with LA around a longer-term sustainable accommodation plan in order to house all pupils taking into consideration increase in pupil numbers.	To have developed a 3-year plan with LA to secure additional/alternative accommodation to ensure sustainable growth for the academy.	EHT/COO	£3k scoping work	End of July 24	Current ongoing plans for development with LA exploring several viable options. Short- and long-term options being explored with support from central services team including potential links with mainstream secondary provisions within the city.
Year 2	Specialist block on main site houses a number of specialist teaching facilities	To ensure plan developed with LA includes access to specialist facilities to replicate current facilities.	To ensure there is a clear plan in place for additional accommodation/new site which replicates and builds on specialist teaching resources to aid access to the curriculum.	EHT	£20k investment in new site	End of July 25	Specialist block has fully developed STEM facilities, additional resources for teaching of computing and fully resourced design technology workshop. New site for sixth form replicates these spaces with specialist teaching areas for construction, computing and physical development.

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Year 3	LA commitment to capital investment in long term for BPA	To work with LA to agree final specification for identified site refurbishment and begin the process of transition to a new site by Sept 26.	All pupils are transitioned to new site by Sept 26, new site is fit for purpose, allows for growth and has access to specialist teaching resources to support the curriculum.	EHT/COO	£8m capital investment	By Sept 26	Sixth Form has a current home for 2 years at Monkwearmouth Academy. Discussions ongoing regarding future accommodation of main site and whole school in the future.

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Aim 2: Maintain and improve access to the Physical Environment

Year 1: Review existing use of Forest School site.

Year 2: To build on access to indoor and outdoor facilities that promote physical.

Year 3: To ensure new site can replicate as much as possible of specialist resources to support physical development.

Year	Current Good Practice	Action	Success Criteria	Person responsible	Cost	Timescale	Review/Impact
Year 1	Existing Forest School site is well used	To develop a plan to further increase use and accessibility of Forest School site.	The Forest School site is further used throughout the week to promote physical development of all pupils.	EHT/PE & Outdoor lead	£5k	July 24	New physical development lead has completed an audit of site. Some remedial work already taken place to ensure greater accessibility including removal of waste and increased fencing near the stream to ensure it is available in all weathers. Further plans around development of this site through work with young people in outdoor education sessions is planned.
Year 2	Internal gym, sports hall and multi-coordination room is provided for support physical development	To complete review and refurbishment of existing equipment in gym and add further equipment to sports hall.	Increased access to resources that support physical development.	EHT/PE & Outdoor lead	£3k	July 25	Additional equipment purchased for provision of rebound and sensory integration. Budget has been provided to increase the amount of resource available to support physical development. New sixth form has fully accessible physical development equipment available to build on the strength of previous location.

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Year 3	Range of facilities available to support physical development on existing site	To ensure plan for new site incorporates and replicates existing site facilities and builds on them, using all available land on new site.	Increased access to resources that support physical development.	EHT/PE & Outdoor lead	£8m as part of capital investment	Sept 26	Sixth Form has a current home for 2 years at Monkwearmouth Academy. Discussions ongoing regarding future accommodation of main site and whole school in the future.

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Aim 3: To ensure all strategies are in place to support those pupils who struggle to attend school.

Year 1: To ensure there are individualised plans in place for all young people where attendance is under 90%.

Year 2: To work with LA to develop a mobile education service for anxious school refusers.

Year 3: To ensure new site developments taken into account facilities for young people who are increasingly anxious about school.

Year	Current Good Practice	Action	Success Criteria	Person responsible	Cost	Timescale	Review/Impact
Year 1	AHT and safeguarding lead closely track attendance patterns on a daily, weekly, and half termly basis	To ensure there is a more individualised and timely approach in place to support reduction of persistent absenteeism.	Persistent absenteeism is reduced.	DHT & AHT Pastoral	£1k	July 24	Number of young people with severe persistent absence has reduced and alternative more appropriate placements located for some. Plans to work with other academies to roll out mobile education service into Sunderland currently underway.
Year 2	AHT and safeguarding lead closely track attendance patterns on a daily, weekly, and half termly basis	To work with LA to develop mobile education service out of existing space in therapeutic suite in school.	Persistent absenteeism is reduced.	DHT & AHT Pastoral	Funding for teacher and TA from LA	July 25	Ongoing. Local authority transport lead is now an active member of the school's academy council as a community ambassador. Offer of fully funded minibus has been made and academy are assessing impact and capacity to provide this.

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Year 3	Current site has some areas for breakout and intervention support	To ensure plan for new site incorporates and replicates existing site facilities and builds on them, particularly for group of school refusers.	Increased access to resources that support reduction in anxieties.	DHT & AHT Pastoral	£8m as part of capital investment	Sept 26	Sixth Form has a current home for 2 years at Monkwearmouth Academy. Discussions ongoing regarding future accommodation of main site and whole school in the future.

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Hope Wood Academy
3-year Accessibility Plan 2024-2027

Aim 1: Review and address capacity issues across both sites.

Year 1: To work with LA to identify and secure longer term plan for accommodation.
Year 2: To ensure new site replicates and builds on specialist facilities available.
Year 3: To complete transition to planned new site.

Year	Current Good Practice	Action	Success Criteria	Person responsible	Cost	Timescale	Review/Impact
Year 1	There is a second site which houses Sixth Form provision	Longer term this site is not suitable given the growing numbers of pupils requiring access to Sixth Form provision and the complex nature of pupils.	To have developed a 3-year plan with LA to secure additional/alternative accommodation to ensure sustainable growth for the academy.	EHT/COO	£3k scoping work	End of July 24	Piece of work completed on projected numbers through to 2036/2037 identified that Eden Hill building will run out of capacity from end of 2025/2026 academic year. Maximum project capacity needed is 65 places. Request in place for meeting with LA to take place in Spring 25.
Year 2	All available space utilised on existing sites	To ensure plan developed with LA considers specialist facilities needed for all pupil groups across the academy in order to meet need.	To ensure there is a clear plan in place for additional accommodation/new site which provides specialist facilities and resources to aid access to the curriculum.	EHT	£20k investment in new site	End of July 25	Ongoing meetings taking place with LA around two further sites for the school. Monthly project meetings taking place for third site which is planned to open autumn 25 and another resource base to support capacity which may open Spring/Summer term 25

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Year 3	LA commitment to capital investment in long term for HWA	To work with LA to agree final specification for identified site refurbishment and begin the process of transition to a new site by Sept 26.	New site by Sept 26, new site is fit for purpose, allows for growth, and has access to specialist teaching resources in order to support the curriculum.	EHT/COO	capital investment from LA	By Sept 26	New site planned opening in Spring 2026, further discussions ongoing about sixth form long term sustainable site

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Aim 2: To ensure all stakeholders are engaged in academy life through effective communication strategies.

Year 1: Review of ways of communicating with parents and other stakeholders.

Year 2: Family communication strategy developed and engagement levels tracked.

Year 3: Supporting other schools within our trust in sharing best practice around parental engagement and communication.

Year	Current Good Practice	Action	Success Criteria	Person responsible	Cost	Timescale	Review/Impact
Year 1	Parental engagement in the academy has increased overtime as a result of focused work around FFQA	Establish parent communication focus group to consider ways of communicating with families.	Feedback is gained from parents on the way in which school engages with families and chosen strategies for trial are identified.	DHT Pastoral	£1k	July 24	Parental engagement continues to be a focus through academy improvement plan, phase one actions of parent communication group rolled out summer and autumn 24, phase two of parent communication group developments due to be rolled out Spring 25. Data shows year on year increase in attendance at EHCP reviews and parental engagement events.
Year 2	Family communication strategy has been developed and rolled out across the Academy.	DHT Pastoral to work with families, office lead and IT lead to develop communication strategy for families, colleague training to take place around strategies for communicating with families.	Families engage with the academy increases and families report more confidence and satisfaction with academy communication.	DHT Pastoral Office lead IT Lead	£3k	July 25	Family communication group meeting regularly and actions have a phased approach to roll out. Strategy wording to be established.

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Year 3	Increase in parental engagement by using different medias identified through family communication strategy.	Review and evaluate parental engagement year on year, gaining further feedback through communication focus group, refine offer in response to feedback.	% of parents engaged with school increases further.	DHT Pastoral Pastoral team	£2k	July 26	Parental communication and engagement continues to be a focus through academy improvement plan, phase one and two completed, phase three for focused engagement of identified families taking place through 25-26 based on data from family engagement activities as well as family feedback

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Aim 3: To ensure all young people have accessible space for toileting and personal care needs.

Year 1: Complete review of existing facilities, scope and plan priority order of refurbishments taking into account current pupil profile within school.

Year 2: Begin refurbishment works based on priority order.

Year 3: Complete refurbishments based on priority order.

Year	Current Good Practice	Action	Success Criteria	Person responsible	Cost	Timescale	Review/Impact
Year 1	There are a number of bathroom spaces throughout the academy, some of which have been recently refurbished.	Complete review of existing facilities, scope and plan priority order of refurbishments taking into account current pupil profile within school.	Plan of works developed based on priorities.	EHT Site team	£1k	July 24	Review of facilities took place and informed plan of works.
Year 2	There are a number of bathroom spaces throughout the academy, some of which have been recently refurbished.	Works completed based on priority order.	All bathroom spaces are of high quality and accessible.	EHT Site team	£15k	July 25	Refurbishment of primary bathroom spaces took place during summer break 2024.
Year 3	There are a number of bathroom spaces throughout the academy, some of which have been recently refurbished.	Works completed based on priority order.	All bathroom spaces are of high quality and accessible.	EHT Site team	£15k	July 26	Planned works taking place for secondary bathrooms summer 2026

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Mowbray Academy
3-year Accessibility Plan 2024-2027

Aim 1: Increase the extent to which our pupils can access the curriculum which is personalised to their individual needs

Year 1: NA

Year 2: Increase the breadth of the curriculum and resources available within school to effectively engage and teach curriculum to all, in line with the Ascent Trust.

Year 3: Increase the breadth of the curriculum and resources in the outdoor spaces to effectively engage and tech curriculum to all.
Increase opportunities to all pupils for 'real life' experiences delivered through the curriculum in school and wider community.

Year	Current Good Practice	Action	Success Criteria	Person responsible	Cost	Timescale	Review/Impact
Year 1							
Year 2	Our school offers a differentiated and adapted curriculum for all its pupils We use resources tailored to the needs of pupils who require support to access the curriculum Curriculum resources meet the requirements of all 'Pathways' of learners. Curriculum progress is tracked for all pupils, against Mowbray Steps and the equivalent age-related expectations.	Refurbish and improve curricular facilities for pupils. (including DT room conversion) Review requirements against pupil needs in EHCP section B and provision in section F. Introduce Ascent Curriculum and assessment steps Create spaces throughout the school which allow pupils to have opportunities to regulate	Curriculum offers rich and personalised content which prepares all young people for their adult lives. Young people initiate learning activities outside the classroom to support independence, integration and personal development. Students' wellbeing and regulation are	HOA and SLT	£3, 000	April 2026	The academy have adopted the Ascent curriculum which is a personalised learning approach to all. Curriculum resources have been purchased to ensure that they are relevant to the learner pathways. Target setting and progress monitoring is now in place using the Ascent ladders with evidence recorded in EfL. There have been substantial refurbishment projects across both sites, including

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	EHCP outcomes/targets are set effectively and are appropriately in a partnership between professionals and families. EHCP Action Plans align to the SEND Code of practice.	thus ensuring 'readiness for learning'.	better supported in all areas of the site.				toilets, corridors, lighting, carpark resurfacing, and classrooms being renovated to improve curricular facilities and enhancing spaces for regulation and readiness to learn. The curriculum offers rich, personalised content preparing pupils for adulthood. Opportunities for pupils to initiate learning outside the classroom support independence and personal development. This has seen improved access and engagement in learning with the differentiated curriculum and tailored resources have increased engagement and reduced barriers to learning. Enhanced progress monitoring and meant that we are in the early stages of ensuring that the provision for all is of high standard consistently across the whole academy. Upgraded Learning Spaces through the refurbishment projects have seen that our facilities are better supporting with emotional

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							regulation and readiness to learn. Personalised curriculum pathways and community-based learning activities have improved independence, life skills, and readiness for post-school opportunities.
	Our school uses a range of communication methods to ensure information is accessible. This includes: Augmentative Assistive Communication (AAC) Working with school council on how to better share information. Internal signage Large print resources Braille Induction loops Pictorial or symbolic representations	Ensure pupils and staff have access to equipment and training to meet all needs. Audit and review condition of AAC and other resources. Audit signage around school, both indoors and outdoors. Audit larger print and pictorial resources. Audit total communication approach and plan actions	All pupils have access to communication methods, throughout the environment, which improve opportunities and outcomes for all.	HOA and WLT	£5, 000	April 2026	The school has enhanced and started to implement new a wide range of communication methods, including AAC systems, large print resources, improved internal signage, ensuring information is accessible to all students and colleagues. Collaboration with other academies within the Ascent Trust has strengthened the shaping of the total communication approach and use of different communication strategies. These adaptations have reduced barriers to understanding, promoted colleague understanding, and enhanced engagement for learners with diverse communication needs. As a result, students demonstrate greater independence in accessing

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							information, and families report improved communication strategies for some children and young people.
Year 3	Established SMSC calendar, visits and visitors including after school clubs are provided throughout the year. Transport available to support access into the community.	To further promote learning opportunities within cultural capital to raise awareness of difference and diversity. Establish annual fully accessible adventurous activities residential for students with physical disabilities. Build a directory of external providers from varied backgrounds to deliver clubs.	All students have the opportunity to attend an accessible adventurous activity residential within their time at school. Attendance action plans show improvement through increased engagement in activities.	H.O.A/ EVC/ DHT Pastoral/ PSHE lead	£3,000	Summer 2025	
		MIDAS driver training provided to colleagues to increase the potential for access into the community.	Larger numbers of pupils can access the curriculum off site and in the community.	HOA Assets and Estates manager	£5000	MIDAS driver training provided to colleagues to increase the potential for access into the community.	

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	Newly established curriculum is appropriately resourced to support meaningful and purposeful activities indoors, Engagement in learning throughout the school is good. Outdoor learning opportunities are timetabled for all pathways and groups of young people. Therapeutic interventions support individual needs of our young people.	Provide canopy cover for identified outdoor spaces. Ensure outdoor spaces accessible to promote opportunities for the wider curriculum across both sites.	Key outdoor spaces can be used by all students all year round and, in all weathers.	Site team Pastoral team PD lead	£15,000	Summer 2026	
		Therapeutic needs are met through the training and support of teaching colleagues. TA and teacher training continues to build expertise in OT, SaLT, rebound therapy and PD and as well as researching and keeping updated in understanding and knowledge of other therapeutic interventions.	Induction package in place – including therapeutic input. Behaviour data shows reduction in challenging behaviour and increased engagement in curriculum.	DHT' pastoral/ MDT team.	£5,000	Autumn 2026	

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Aim 2: Increase the extent to which our pupils can access the physical environment in the academy and wider community.

Year 1: NA

Year 2: Maintain access to the physical environment of the academy adding facilities/ physical aids as necessary.

Year 3: Increase access to opportunities for learning off site in the local community, on residential experiences and trips.

Increase access to the curriculum in outdoor spaces within the academy grounds.

Year	Current Good Practice	Action	Success Criteria	Person responsible	Cost	Timescale	Review/Impact
Year 1							
Year 2	The environment is adapted to the needs of pupils as required. This includes: Ramps Corridor width Disabled parking bays Disabled toilets and changing facilities Library shelves at wheelchair-accessible height.	Improve condition of facilities. Provide short term adult accessibility toilets and plan for the long-term environment. Install a ramp at the front of school to provide access. Review recommendations from Ascent Central team and act accordingly	Toilet and changing facilities refurbishment across Bedale site. Increase car parking for staff and have increased disabled parking spaces. Check condition of paths, ramps and car parks across school. Fencing of the school grounds provides safety for all. Ramp at front access Bedale site.	HOA supported by site managers of both sites.	??	January 2026	The academy environment has been adapted to meet pupils' physical needs through the provision of accessible toilets and changing facilities, new lighting, decoration and flooring in the corridors. These adjustments have significantly improved accessibility, ensuring all students can navigate the site as independently as possible. There are further plans in place to enhance this accessibility. The carpark at Bedale has been re-tarmacked with new bays painted to ensure safety of transport drop off and collection time. Classrooms have been substantially refurbished, included one large DT room

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							being made into two accessible classrooms. As a result, barriers to participation have been reduced, promoting inclusion and equal access to learning opportunities.
	Pastoral team show awareness of individual needs and different types of SEN/ disabilities and the best way to support children with these needs. OT assistant in post to support access to education. Pastoral plans in place to identify how individual students need to be supported. Two staff trained at a level that they can train other colleagues in moving and assisting.	Induction programme and training calendar sets out the CPD offer for all colleagues. Review of spaces, resources to ensure optimal use. Further embedding of Growing great people strategy ensures research and reflective practice in meeting the needs of all young people.	All staff trained and confident when supporting pupil needs. All staff achieving and developing in line with GGP policy. Identify and prioritise upgrading to premises using asset management plan. Identify timescales and actions. Source relevant contractors.	HOA Assets and Estates manager Site team Teaching colleagues to identify resources.	£5, 000	April 2026	The pastoral team are developing widening the awareness throughout the academy of individual needs and a wide range of SEND, ensuring appropriate support strategies are in place. They have secured the pastoral offer and delivered training to ensure that colleagues have a thorough understanding of this. An OT assistant has enhanced students access to learning by ensuring sensory plans and activities are relevant in all classes. The introduction of Sensory Worx has been successful with them giving advice for whole class sensory regulation activities for most classes across the academy. The establishment of sensory circuits at the beginning of the day has meant that children can successfully transition into school from transport making the start of their school

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							smoother and enabling them to be quicker at being ready to learn. Readiness to learn plans identify tailored approaches for each student. Additionally, two staff members have received advanced training in moving and assisting, enabling them to train colleagues and maintain safe practice. These measures have improved consistency in support, promoted pupil wellbeing, and ensured safer, more inclusive access to learning.
Year 3	Some residential opportunities are happening. Trips and visits are happening creating opportunities for pupils to embed learning in the community.	Improve processes and procedures, in line with Ascent Trust, to ensure opportunities for all pupils to access trips and visits in their community. Establish relationships with the community stakeholders to ensure appropriate access for our pupils. Robust Curriculum offers, which are planned throughout the year, ensure that learning can be promoted and built upon.	All staff can access systems and procedures to ensure safe and appropriate planning for trips and visits, reducing teacher workload. Pupils gain familiarity with local community stakeholders so they can develop confidence and skills within the community. Pupils embed skills and learning by enhanced experiences throughout the community, thus	Visit leaders DH and AH Curriculum	£2, 000	April 2027	

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		Greater opportunities for pupils to go on residentials.	building on PfA and EHCP outcomes. Pupils accessing residential trips building on independence and EHCP outcomes.				
Year 3	Outdoor spaces can be accessed by students. Farm is used by some pupils. Nature Reserve is used by some. Outside space, playgrounds are accessed by all.	Review the use of outside space across the academy and ensure safety and fit for purpose. Review how all outdoor spaces link with the curriculum and adapt them to enable access for all.	All pupils have opportunity to complete learning outside of the classroom in a robust curriculum that links with EHCP outcomes. Increased use of Farm and Nature Reserve areas to ensure 'all' can access them and PfA opportunities are accessible in readiness for accessing the community.	All leaders. PD leader team. Site Managers. Farm leads.	£10, 000	April 2027	

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Portland Academy
3-year Accessibility Plan 2024-2027

Aim 1: Increase the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.

Year 1: Increase access to the curriculum in outdoor spaces within the academy grounds.

Year 2: Increase access to opportunities for learning off site in the local community, on residential experiences and in ASC's.

Year 3: Increase the breadth of the curriculum and resources available within school to effectively engage and teach curriculum to all.

Year	Current Good Practice	Action	Success Criteria	Person responsible	Cost	Timescale	Review/Impact
Year 1	Curriculum review, research and QA has resulted in a focus on 4 core areas of curriculum. Growing great people strategy promotes reflective practice and engagement in well thought out developments to learning environments. Outdoor classroom and forest school area on site as well as quads, yard, field, allotment and MUGA areas facilitate outdoor learning on site.	To further develop outdoor spaces: quad areas, outdoor learning huts, sensory trail for wheelchair users to ensure all young people have access to appropriate learning outside of the classroom all year round. Setting up zones of play and regulation which are equipped with resources and provide safe, accessible play and interaction opportunities.	Curriculum offers rich and personalised content which prepares all young people for their adult lives. Young people initiate learning activities outside the classroom to support independence, integration and personal development. Students' wellbeing and regulation are better supported in all areas of the site.	Pastoral Team / PD lead/ Site Team	£10,000	Summer Term 2024	The outdoor area around the Memorial Garden has been improved, including a sensory trail and shelter. Additionally, two shelters have been placed in the yard area. This development has significantly enhanced accessibility, allowing students in wheelchairs and those young people requiring sensory regulation or movement breaks to access outdoor areas more frequently and in all weathers, thereby supporting their independence and wellbeing.
Year 2	Established SMSC calendar, visits and visitors including after school clubs and residential opportunities	To further promote learning opportunities within cultural capital to raise awareness of difference and diversity.	All students have the opportunity to attend an accessible adventurous activity	H.O.A/ EVC/ DHT Pastoral/	£3,000	Summer 2025	The academy now has access to an additional minibus with a tail lift provided by

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	are provided throughout the year. Fleet of transport available to support access into the community.	Establish annual fully accessible adventurous activities residential for students with physical disabilities. Build a directory of external providers from varied backgrounds to deliver clubs.	residential within their time at school. Attendance action plans show improvement through increased engagement in activities.	PSHE lead			the LA Erasmus project (Dec 24)
		MIDAS driver training provided to colleagues to increase the potential for access into the community.	Larger numbers of pupils can access the curriculum off site and in the community.	HOA Assets and Estates manager	£5000		
Year 3	Newly established curriculum is appropriately resourced to support meaningful and purposeful activities indoors, Engagement in learning throughout the school is good. Outdoor learning opportunities are timetabled for all pathways and groups of young people. Therapeutic interventions support individual needs of our young people.	Provide canopy cover of quad areas	Key outdoor spaces can be used by all students all year round and, in all weathers.	Site team Pastoral team PD lead	£15,000	Summer 2026	
		Therapeutic needs are met through the training and support of teaching colleagues. TA and teacher training continues to build expertise in OT, SaLT, Hydrotherapy, rebound therapy and PT and as well as researching and keeping updated in understanding and knowledge of other therapeutic interventions.	Induction package in place – including therapeutic input. Behaviour data shows reduction in challenging behaviour and increased engagement in curriculum.	DHT' pastoral/ MDT team.	£5,000	Autumn 2026	

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Aim 2: Increase the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.

Year 1: Maintain access to the physical environment of the academy adding facilities/ physical aids as necessary- OT.

Year 2: Increase capacity for break out areas and areas to work outside the classroom.

Year 3: Training and implementation of MOVE programme across the academy.

Year	Current Good Practice	Action	Success Criteria	Person responsible	Cost	Timescale	Review/Impact
Year 1	Induction programme and training calendar sets out the CPD offer for all colleagues. Introduction of growing great people strategy ensures research and reflective practice in meeting the needs of all young people. Staff trained at a level that they can train other colleagues in moving and assisting. OT assistant in post to support access to education. Pastoral plans in place to identify how individual students need to be supported.	Pastoral team - Increase the awareness of staff of individual needs and different types of SEN/ disabilities and the best way to support children with these needs.	Staff trained / confident and competent when supporting all young people's individual needs.	HOA DHT's academic and Pastoral	£2000	Summer 2024	The induction programme and training calendar have successfully established a comprehensive CPD offer for all colleagues. The "Growing Great People" strategy has been effectively integrated for teachers, promoting reflective practice and research-driven approaches to meet the diverse needs of students. Staff members are now trained to a level where they can confidently train others in moving and assisting, enhancing the overall support network for students. The presence of an OT assistant has further strengthened access to education, ensuring tailored support for individual needs.
		To focus on the school site and upgrading schedule to ensure it is accessible to all young people and colleagues.	Identify and prioritise upgrading to premises using asset management plan. Identify timescales	HOA Assets and Estates manager Site team	£5000	Spring 2024	Significant progress has been made in upgrading the school site to enhance accessibility for all students and staff. Adaptations to the Hoist

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		Make adaptions and upgrades to Hoist system. Purchase of hydrotherapy slings to support access to the pool. Resource the hydro pool area with sound. Light and vision equipment to enhance the learning and sensory experience.	and actions. Source relevant contractors.	Teaching colleagues to identify resources.			system and the purchase of hydrotherapy slings have improved access to the pool. environment. These upgrades, identified and prioritised through the asset management plan, have been completed on schedule, ensuring the school premises are more inclusive and supportive of diverse learning needs. Further identified enhancements in the pool area will be carried forward to year 2.
		Provide online resources to aid parent/ carer understanding of their child's learning and development.	Website clearly shows curriculum offer. Parents speak confidently about what their child's learning needs are and how they are being addressed.	DHT's and AH's Pastoral team	£1000	Spring 2024	The development of online resources has greatly enhanced parental understanding and engagement with their child's learning. The school website now clearly displays the curriculum offer, allowing parents to confidently discuss their child's learning needs and progress. This initiative has fostered stronger partnerships between the school and families, with parents feeling more informed and involved in their child's educational journey. Feedback indicates an increase in parental confidence and satisfaction with the

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							school's communication and support efforts.
Year 2	Outdoor spaces can be accessed by students with physical disabilities however the time some students can spend outside in extremes of temp/ inclement weather can limit opportunities.	To further develop outdoor space to include erection of a fully accessible Yurt.	Key outdoor spaces can be used effectively by all students all year round and, in all weathers ensuring that all students can benefit from the unique opportunities that being outdoors can provide. Pastoral plans show an extensive, effective range of regulation strategies utilising an outdoor provision.	HT Pastoral/ SEN team Site team PD lead PSHE lead	£15,000	Summer 25	
	Some students require access to outdoors for their own regulation- inclement weather can limit opportunities for the effective use of movement breaks and outdoor regulation activities.	Develop outdoor areas to include planned sensory and emotional regulation areas in sheltered areas- Provide covered areas in key areas around the site.		DHT Pastoral/ SEN team Site team PD lead PSHE lead	£5,000	Summer 25	

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Year 3	All student's independence is promoted throughout the curriculum. Students' physical development is a key area of the curriculum, and all students have targets associated with this area that are closely tracked and monitored. Some members of staff have had training in the MOVE programme although this is not consistently applied throughout the academy for all those students who could potentially benefit from this approach.	Provide training to all relevant colleagues delivered through trust trained colleagues. Implement the MOVE programme for all students identified across the academy.	Young people across the academy are encouraged to be as independent as they can be and develop their movement, strength and co-ordination- staff are confident and competent in delivering support to achieve these goals.	PD lead Trained Move practitioners within the Trust. OT assistant	£5000	Summer 26	
	Existing play areas are accessible and used by young people of all abilities; opportunities for inclusive, shared play can be expanded with specialist equipment.	Provide additional outdoor play equipment to the value of £60,000, funded through the release of reserves from the Trust's Invest in the Best initiative: wheelchair swing, wheelchair roundabout, and basket swing located in the existing play area to enable inclusive play regardless of disability.	Outdoor play is inclusive and accessible; increased engagement in outdoor activities supports independence, social interaction, and regulation.	Head of Academy / Site Team / Pastoral Team	£60,000 (Trust reserves – Invest in the Best)	Summer 2026	Equipment installed and actively used by young people across pathways; staff and student feedback indicates improved opportunities for inclusive play and regulation.

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	Specialist rooms include a cookery room designed for practical life skills; cohort needs indicate increased demand for classrooms with integrated care facilities.	Repurpose the cookery room into a classroom with integrated changing facilities to meet the needs of young people at a lower cognitive level who require a different classroom environment.	Adapted classroom environment supports engagement, dignity, and accessibility for young people with complex needs and low cognitive levels.	Head of Academy / Site Team / SEN Team	TBC (subject to design and contractor quotes)	Summer 2026	Classroom and changing facilities operational; observed improvements in engagement and personal care provision within the learning environment.

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Aim 3: Increase the extent to which pupils with disabilities can access information on an equal basis with their peers.

Year 1: Engagement of a communication assistant to improve the delivery of information to pupils with a disability.

Year 2: Provide Communication Training to all staff.

Year 3: To develop the use of technology and the use of IT/ AAC to support communication.

Year	Current Good Practice	Action	Success Criteria	Person responsible	Cost	Timescale	Review/Impact
Year 1	Parent feedback is positive. Parent engagement in EHCPs and representatives at LABs is improving. Parental engagement at parent evenings and events through the year is also improving. Communication approaches are varied and bespoke.	Implement identified and targeted areas within the academy's communication provision and practice.	Any gaps in provision for individuals or groups of young people are identified. Interventions are clearly planned to address needs through SEND team meetings and on provision map.	Pastoral team, SENCo	£2000	Summer 24	Peer review in Nov 24 highlighted good practice in our communication provision across all pathways of learner. Thinking skills and thinking frames training was provided for all colleagues as a result of this review and our own self-evaluation. We have seen a reduction in physical interventions and accidents as a result of young people's behaviour since the introduction of the plan.
		To ensure home/ school communication is efficient and effective through the use of electronic tools to support existing methods Develop functionality of Arbor and Evidence for learning to include home school communication.	Parents report positively on the effectiveness of communication with the academy – class teams and wider parties.	DHT pastoral IT team Teachers	£1,000	Summer 24	Text to parent facility has been introduced successfully at Portland however the use of EfL is on hold.
		Embed methods of engaging young people	Students access annual EHCP meetings. Use of		£4000	Summer 24	Mind of my Own software has been purchased and

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		and Stakeholders in life and work of the academy- through the use of "mind of my own" software. Introduce termly open evenings for parents, carers and relevant professionals, informing of induction offer. Increased visits to feeder schools in summer term to ensure information is collected in readiness for a smooth start to the new academic year: communication assistant, behaviour lead, OT assistant, moving and assisting trainer alongside T & L colleagues.	social media for reciprocal communication. Newsletters. Promote website engagement. Embed work on parent engagement. There is greater clarity around what can be expected following a child being offered a place at Portland. Pastoral plans and risk assessments are in draft form by the start of the academic year, easing teacher workload.	PSHE and CEAIG lead SENCo SENCo, pastoral team members			introduced and this has been effective in supporting student voice and feedback. Parents evenings and consultations have been very well attended and information and strategies to support young people have been shared ensuring they are consistently applied both at home and at school- consequently our monitoring of attendance, behaviour and engagement have all improved. Transition arrangements were praised in parent feedback which was 100% positive (78% return rate from parents)
Year 2		Pastoral team to focus on further development of parent/ carer partnership with a focus on increasing the level of engagement	Increased opportunities for parents and carers to visit school.	DHT Pastoral/ SEN team		Summer 25	

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Year 3		Behaviour Lead and Deputy SENCO- Improve parent engagement and identification of effective early help- signposting and providing individual strategies and support.	Decrease in families moving to CIN/ CP. Increase in effective early intervention strategies. Increase skills base and awareness of families.	DHT Pastoral/ SEN team	£1,000	Summer 26	

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Springwater Academy
3-year Accessibility Plan 2025-2027

Aim 1: Increase the quality and breadth of the curriculum and improve access for disabled young people.

Year 3: Implement a curriculum and resources available within school. Deliver explicit expectations on how to engage young people and teach curriculum to all.

Year	Current Good Practice	Action	Success Criteria	Person responsible	Cost	Timescale	Review/Impact
Year 1							
Year 2							

Year 3	A pilot run in Summer 2025, and training prior to Autumn 1, has supported emerging implementation of one half of the full curriculum.	Deliver training on and quality assure implementation of curriculum in collaboration with colleagues across the trust.	Colleagues complete curriculum training sessions. Evidence of curriculum implementation observed during lesson visits and peer reviews across the trust. Positive feedback from trust-wide moderation meetings indicating improved alignment and inclusivity.	DHoA / AHoA T&L	£16,000 (including resources)	July 2026	
	Knowledge on high quality teaching exists in school and across the trust.	Create an easy-to-follow guide and deliver training on strategies for teaching young people.	A comprehensive, accessible guide is developed and shared with all teaching and support colleagues this year. Colleagues are applying the strategies in their classrooms. Classroom observations and lesson plans demonstrate consistent use of strategies outlined in the guide.	DHoA Pastoral	£500	July 2026	
	A student council is in place and a model for youth ambassador groups is in place across other settings.	Plan for a youth ambassador group to begin next year, in which focus groups will identify effective learning approaches	Young people inform the direction of strategy and training wherever possible.	DHoA T&L		July 2026	

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	Moderation and QA activity is planned into the calendar. All colleagues have an emerging understanding of the curriculum and assessment.	Track engagement and attainment data for disabled young people. Adjust resources and teaching strategies based on termly reviews.	Progress data informs understanding of impact and next steps. Comparable data supports moderation and QA across settings.	DHoA / AHoA T&L			

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Aim 2: Increase the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.

Year 3: Deliver training and implement of MATP and MOVE programmes more fully across the school.

Year	Current Good Practice	Action	Success Criteria	Person responsible	Cost	Timescale	Review/Impact
Year 1							
Year 2							

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Year 3	MATP trainers are in post, MATP and OT training is planned.	Organise MATP training sessions for all teaching and support staff. Include practical workshops on integrating OT activity and MOVE principles into daily routines.	Teaching and support colleagues attend MATP training sessions. Colleagues demonstrate understanding of MATP principles through post-training feedback or short assessment. Evidence of MATP strategies being implemented in PD lessons and adapted activities are evident. Positive feedback from colleagues on confidence and competence in delivering MATP activities.	Physical Development Lead	£2000	April 2026	

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	MDT engagement is good, with regular meetings. Storage space has been created to support well maintained equipment being purchased and accessed.	Collaborate with physiotherapists and occupational therapists for accurate assessments. Purchase necessary MOVE equipment (standing frames, walkers, supportive seating). Ensure safe storage and easy access to equipment in classrooms.	All identified pupils have completed OT and physiotherapy assessments within the agreed timescale. Individualized mobility and positioning plans are documented and shared with relevant staff. Colleagues demonstrate understanding of assessment recommendations during classroom observations. All required MOVE equipment is procured and installed. Designated storage areas are clearly labelled and accessible to staff. Equipment is consistently stored safely and checked weekly for readiness.	DHoA Pastoral	£4000	February 2026	

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	Links to other settings have been drawn. MATP trainers are well equipped to support increased access to physical development sessions.	Embed MATP and MOVE activities into PE lessons and daily classroom routines. Create opportunities for mobility practice during non-academic times (breaks, transitions).	PE lesson plans include documented MATP and MOVE activities for all relevant pupils. Classroom observations confirm integration of MOVE principles into daily routines (e.g., positioning, mobility breaks). Pupils with physical disabilities actively participate in adapted PE sessions and classroom activities.	AHoA Pastoral, physical development lead	£2000		

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Aim 3: Increase the extent to which disabled pupils can access information on an equal basis with their peers.

Year 3: Recruit a communication assistant to improve the delivery of information to pupils with a disability. Provide Communication expectations and training to all colleagues.

Year	Current Good Practice	Action	Success Criteria	Person responsible	Cost	Timescale	Review/Impact
Year 1							
Year 2							
Year 3	A communication assistant was recruited before the start of the year. Pastoral leaders are engaged in identifying the current practice.	Induct the assistant into school policies, SEND provision, and communication systems.	Induction completed within the first 3 weeks of appointment. Communication assistant demonstrates understanding of school policies and SEND provision. Action plan created.	DHoA Pastoral, Communication Lead	£1000	October 2025	

	Pastoral leads are in post and the DHoA pastoral has cross-Trust focus on communication. An Ascent Communication Strategy has been in place and can be adopted and/or adapted.	Develop a clear set of communication standards for staff (e.g., use of visual supports, AAC integration, consistent language strategies). Share expectations through staff handbook and briefing sessions.	Expectations are explicit in relation to communication approaches. Young people engage in communication-based learning at a level appropriate to them.	Communication lead	£500	July 2026	
	Emerging champions exist in some classes. Widgit is a known and accessible tool to promote consistent use of visuals.	Organise training sessions for all staff on inclusive communication strategies (visual timetables, symbol-supported text).	Widgit and a series of consistent approaches are in place across the site.	DHoA Pastoral Communication Assistant	£1500	July 2026	

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