ACCESSIBILITY PLAN 2026-2029

This document should be read in conjunction with the Trust's Equality Statement.

In formulating this plan the Academy has taken into account the needs of all people who have a protected characteristic. These protected characteristics are defined in the Equality Act 2010.

These are Age (regarding staff not pupils), Disability, Gender Re-assignment, Marriage and Civil Partnership (regarding staff not pupils), Pregnancy and Maternity, Race. Religion Faith of Belief, Sex, Sexual Orientation. This plan pays due to regard government law. Including the Children and Families Act 2014, Equality Act (2010), schools DfE guidance 2014, The Education Regulations 2014, The Essential Guide to the Public Sector Equality Duty 2022, Understanding new accessibility requirements for public sector bodies 2019 and the SEND Code of Practice 2014.

1. Improving Access to the Curriculum:

Priority One: Ensure that the curriculum and academy environment are able to support diverse needs							
Actions:	**Person/s leading:**	**Timescale:**	**Success Criteria:**	**Monitoring and Support Arrangements:**	**Evaluation:**	**Finance, resources and Training:**	**Status RAG:**
Annual review of curriculum to ensure that needs of students are matched by curriculum and staffing.	Vice Principal and Quality of Education Team (T&L Lead and SENCO)	Annually reviewed, however, termly checks in place	Curriculum is accessible for all students and effective strategies are in place to reduce any barriers to learning.	Quality of Education meetings	QA with SLT and in line management meetings	T&L group meetings and whole staff CPD. Additional CPD where necessary for staff	

Ensure ICT is appropriate for students with disabilities.	Curriculum Leaders	Termly checks - ongoing	Staff and students are well equipped and know the appropriate functions to use to support individual needs.	Audit from IT Team. Curriculum Leaders departmental meetings	SLT Line management meetings	Additional resources purchased through school funds	
Create effective learning environment for all.	T&L Lead and Student Voice Leader	Termly – ongoing	To ensure there is a level of consistency in all lessons including format, language and routines. Engage all students in feedback through student voice surveys Ensuring no student is excluded from activities on cost or disability ground	Regular QA of 'Humberston Way' routines by subject leaders and SLT	Department/Faculty QA reports and T+L report.	T&L group meetings and whole staff CPD. Additional CPD where necessary for staff	
Access to wider curriculum by ensuring opportunities are available to students in all year groups.	Enrichment Co-Ordinator and teaching staff	Termly – ongoing	To ensure that our enrichment provision is inclusive and accessible to all with regards to ability and mobility.	Through line management of enrichment co-ordinator Registers in place to monitor uptake.	Principal Report to ASC and SLT Meetings	External facilitators for specific activities	
Ensure all policies consider the implications of Disability Access link into Diversity and Equality Act.	SLT	Termly – ongoing	Review of current policies that involve implications for Disability Access, consider the impact of the Disability Act when establishing new behaviour policy, anti-bullying policy, homework, uniform and health provision	SLT	Discussion with SLT and Governors		
Promote positive attitudes to disability.	Curriculum Leader of PSHE Heads of Year Teaching staff	Termly – ongoing	Review of PSHE curriculum to ensure that it promotes a broad understanding and positive approach to disability. Ensure achievements of all abilities are recognised and celebrated in equal measure	AP – Personal Dev. SLT Link for Heads of Year Departmental meetings	SLT discussions and with Governors	T&L group meetings	

Communication with parents.	AOM		Ensure a robust system in place to communicate effectively with parents through the MCAS system Ensuring 100% of parents have access.	Report log of parent uptake and action to increase where lack of engagement.	Reported to ASC and in AIP. Parents who have not signed up to MCAS are communicated via phone and email unless a meeting is required.	MCAS System	
Transition – liaise with feeder primary schools to review potential new students who may need support.	Y7 SGM Transition Lead/SENCO/HOY	Annually	Tours of the academy are given to alleviate any concerns of the school site and additional transition events organised. Identify appropriate strategies and support as part of the admissions process. Risk assessments put in place to ensure student safety where necessary.	Y7 SGM Transition Lead/SENCO/HOY	SLT and transition line management meetings and gather parental feedback.		
Ensure full access to the curriculum for all children.	SENCO/T&L Lead Curriculum Leaders	Termly checks throughout the year	Employment of Special Advisory Service and providing CPD to staff where necessary Curriculum adapted where appropriate to meet all student's needs to access the curriculum for all. Improve overall outcomes for students by diminishing the gap between vulnerable groups, in particular DAS and SEND.	SENCO/T&L Lead/SLT	Review meetings to ensure inclusion. At times emergency reviews will take place for students with EHCPs to address access to our curriculum.		
Multi Agency support identified – working closely with support.	SENCO/SEND Team	Termly – ongoing	Collaboration with key members of staff and any referrals completed in a timely fashion. Phone calls and meetings regularly to review the support	EHCPS, Ed Psych reports, Nudge, FORTIS, CUDOX.	Meetings SEND Team then report to SLT with evaluation of impact.	External agency costs	

			in place allowing students to fully access the curriculum.		Is normally effective but there are areas for improvement with some organisations.		
Multi-Agency assessments actioned for all students at risk.	Pastoral/HOY/SLT	Termly – ongoing	RHA identified through concerns brought to the safeguarding team (CIN/CP)	Review meetings with Pastoral/Safeguarding Team practitioners	Though Safeguarding team and SLT		
Promote the involvement of all students in classroom activities, taking into account the learning styles when teaching.	Teaching and learning group/SENCO	Termly checks	Through QA able to see inclusion of all students in all activities All learning styles catered for to support inclusion with staff utilising the COAP (including annotated seating plan) and universal strategy offer to reduce any barriers to learning and formative assessment used effectively to check for understanding and rectify any misconceptions.	CPD to education staff in departmental, faculty and whole school meetings	Reports to SLT to monitor		
Learning Hub provision for students who are unable access mainstream education.	SENCO/SEND Team	Termly checks	Ensuring students are able to return back into mainstream lessons. Access curriculum in a nurturing environment which offers bespoke intervention to meet individual needs.	SEND Team to work with students for 2-3 weeks before assess, plan, do, review cycle of provision	SLT meetings		
Students with individual needs have access to laptops and resources to support learning where identified.	SEND Team	As need is identified either through Access Arrangements testing or recognised health needs	Review of student's individual needs and ensuring appropriate resources are provided. Resources, support actions and strategies identified and implemented.	Through line management reporting structure and EHCP and SENK reviews.	SEND Team/SLT to evaluate the effectiveness		

			Students are able to actively access the curriculum without any significant barriers				
Students identified are assessed for Examination access arrangements.	SEN Lead/Data & Exams Officer	Yearly JCQ monitoring visits	Students are able to clearly access their exam with the right support provided where identified. Processes for testing are formalised with the referral, consent, test and diagnosis	SEND Team and curriculum Leaders ensure students entitled to Access Arrangements are properly prepared during both the mock and formal exam timetable	Positive report and feedback from JCQ in June 2026.		
Academy environment reviewed by relevant senior manager to ensure access for all.	AOM	Termly – ongoing	Clear and safe access for students, staff and visitors	Daily checks but also reviewed annually or as necessary for individual needs of students	Regular site walks completed by AOM, Site Supervisor and Principal.		

2. Improving Access to the Physical Environment:

Priority Two: To improve outcomes for students and staff by improving access to the physical environment							
Actions:	**Person/s leading:**	**Timescale:**	**Success Criteria:**	**Monitoring and Support Arrangements:**	**Evaluation:**	**Finance, resources and Training:**	**Status RAG:**
To ensure all students and visitors access all areas of the academy.	AOM	Daily checks	Regular checks of slip and trip hazards which may prevent an unnecessary challenge. Automatic doors regularly serviced to allow access to all common areas for all staff, students and visitors.	Reviewed daily and reported to Site Manager	AOM to QA half termly.	Yearly training completed.	
To improve signage to standard format.	AOM	Termly ongoing	All signage should be uniformed and visible with no obstructions. Same font and size for consistency. To create visual coding to identify areas of the academy to ensure inclusivity.	Reviewed termly by the Site Team and reported to the Site Manager	AOM to QA at the end of each term		

Emergency evacuation systems to include alarms with both visual and auditory components where advised; evacuation processes reviewed for suitability for safe evacuation of disabled persons.	AOM/Site Manager	Weekly checks	Weekly checks made to ensure evacuation alarm can be seen and heard by all stakeholders and recorded accordingly in the log book. Classrooms reviewed and re-configured to ensure no obstructions to emergency exits.	Reviewed weekly by the Site Team and reported to the Site Manager	AOM to QA half termly.	Yearly training completed.	
Ramps available at relevant points to ensure access to all parts of the site, regardless of disability.	AOM/Site Manager	Weekly checks	The school site should be accessible to all stakeholders with clear visual hazard lines where there are any raised platforms/surfaces.	Reviewed weekly by the Site Team and reported to the Site Manager	AOM to QA at the end of each term		
Classrooms optimally organised for students with disabilities and/or an identified health need.	AOM	Weekly checks	The school site should be fully accessible to students with disabilities and/or identified health needs in order to achieve inclusivity. Stakeholders with a specific needs should have a risk assessment in place to consider their individual needs.	Reviewed weekly by the Site Team and reported to the Site Manager	AOM to QA at the end of each term		

3. To improve provision of information

Priority Three: To improve provision of information t ensure that all groups have equal access to academy information							
Actions:	**Person/s leading:**	**Timescale:**	**Success Criteria:**	**Monitoring and Support Arrangements:**	**Evaluation:**	**Finance, resources and Training:**	**Status RAG:**
To ensure all students and visitors access all areas of the academy.	AOM	Ongoing	All communications with parents/students are provided in a timely and accessible format	Principal approves all external paper-based communications	AOM to QA.		

			Use of IT to improve communication between the academy and home, including the use of SMS	Admin to co-ordinate SMS (through MCAS) messages sent home			
To ensure the academy website is clear, simple and easy to navigate.	PA to Principal/Data team	Ongoing	Academy website is compliant with all DfE criteria Website is up to date and information is used by parents and students Paper-based copies of the website are provided upon request	Annual review of the academy website and content Individual departments review termly	SLT	Domain name, web hosting Training of admin for updating the website where necessary	
To ensure parents and carers have 100% engagement with and access to MCAS to effectively provide information.	AOM	Ongoing	MCAS report to demonstrate 100% take up with at least one person with adult responsibility has access.	Review termly	AOM Parents who have not signed up to MCAS receive communication via phone and email unless a meeting is required.	Training provided to stakeholders where necessary.	

4. To actively promote Gender Equality throughout the Academy:

Priority Four: To monitor and promote Gender Equality and take action where inequalities arise							
Actions:	**Person/s leading:**	**Timescale:**	**Success Criteria:**	**Monitoring and Support Arrangements:**	**Evaluation:**	**Finance, resources and Training:**	**Status RAG:**
Monitor balance of gender across staff	Principal/DRET HR	Ongoing	Staff gender balance more reflective of wider population	Monitored by Governing body	Compliance with trust and	Core HR	

				and DRET HR/ Principal	statutory legislation		
Support staff in accessing equal CPD opportunities.	T&L Lead	Ongoing: Weekly CPD for staff	CPD opportunities available to staff fairly and equitably Comprehensive CPD programme with attendance from all relevant staff	Termly T&L reports SLT and Governing Body	Compliance with Trust and statutory legislation	Training budget	
Promote and support gender equality through education and visual graphics.	DSL	Ongoing	Active members of the Inclusion Club. Relevant displays around the academy. Key worker identified for any students who require specific support.	SLT	Curriculum review and internal QA	Curriculum budget	
Actively challenge traditional gender stereotypes through education and positive role models.	PHSE Lead and all teaching staff	Ongoing throughout the academic year	Robust RSE and PSHE programme for all year groups, staff and stakeholders	RSE and PSHE QA and SLT	Internal QA and curriculum review	Curriculum budget	

5. To actively promote Race Equality through the Academy:

Priority Five: To monitor and promote Race Equality and take action where inequalities arise							
Actions:	**Person/s leading:**	**Timescale:**	**Success Criteria:**	**Monitoring and Support Arrangements:**	**Evaluation:**	**Finance, resources and Training:**	**Status RAG:**
Monitor balance of minority race and ethnic groups across employed staff.	Principal	Ongoing	All applicants for advertised roles at the academy to be shortlisted with no prejudice or preconceptions due to ethnicity, sexuality or faith.	Shortlisting process includes QA process and safer recruitment training.	Principal to QA process and spot check.	SLT to have access to safer recruitment training	
Support staff in accessing equal CPD opportunities.	Principal/ T&L Lead	Weekly CPD for teachers Friday CPD for all staff (Safeguarding) Trust CPD and CPD programme T&L	Comprehensive CPD programme with attendance from all relevant staff	Termly T&L reports including CPD review	Part of the Academy SEF and therefore evaluated at SLT level	CPD budget	

		Annual staff CPD including non teachers		All members of staff record their own CPD			
Promote race equality through education and visual graphics in the academy.	PHSE Lead	Ongoing Create visual display	Visual display in which students are able to reflect and appreciate equality Robust RSE programme				
Promote academy visits to multi-cultural areas to increase awareness of multi-cultural society.	PHSE Lead/ EVC	Ongoing	Each department to promote and facilitate at least one trip each academic year to promote careers through their subject, highlighting multi-cultural awareness		Principal to QA		