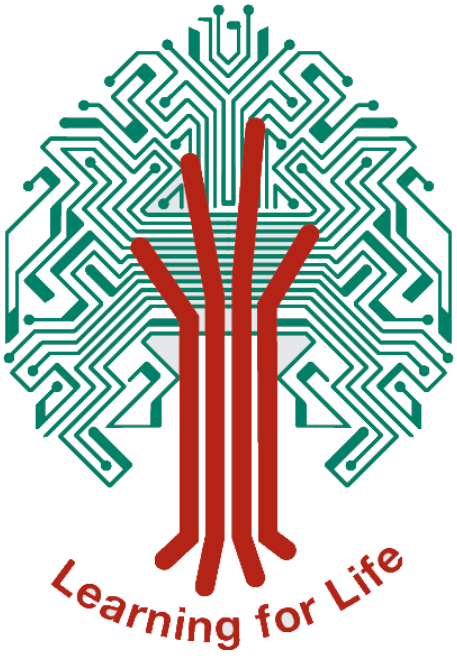

Accessibility Policy and Plan

Reference this policy is aligned to with LCC	**n/a**
Agreed with Support Staff Trade Unions	**n/a**
Adopted by the Governing Body	**September 2026**
Next Review Due	**September 2027**
Agreed with Teacher Trade Unions and Professional Associations	**n/a**

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The Policy Statement

Welland Park Academy is committed to increasing the extent to which people with disabilities can access and participate in the life of the Academy. This commitment is in accordance with section 1.1 of the Academy's Equality Policy, related policies, the requirements of the Disability and Equality Act (2010) and related legislation.

Objectives

- Increase the extent to which students with disabilities can access and participate in Welland Park Academy's curriculum.
- Increase the extent to which adults with disabilities can access and participate in the Welland Park Academy as employees.
- Increase the extent to which adults with disabilities can access and participate in the Welland Park Academy's life, as parents of students and as visitors to the Academy, in whatever capacity. For example, as audience members, providing goods and services, as guest speakers, assessors, examiners, inspectors and at parent evenings.

Procedures

- Paying due attention to accessibility will further ensure our compliance with the Equality Policy. It will be implemented, managed and reported as part of that policy's monitoring cycle.
- An assessment of Welland Park Academy's site will be undertaken to evaluate what actions can be undertaken to

improve accessibility. Additionally, it will provide guidance where access difficulties are identified.

- Welland Park Academy recognises the help and support that disabled individuals, students, staff, parents and voluntary organisations working with the disabled will be able to make with these evaluations and planning.
- Welland Park Academy will prepare an Accessibility Plan in line with the assessments made and develop that plan as resources permit.

Implementing the Policy

The Accessibility Plan should be implemented.

Progress with the Accessibility Plan should be evaluated annually, with the evaluation of the EP. The annual evaluation of the Accessibility Plan should be overseen by Governors, in conjunction with the Principal and the SENDCo.

The Accessibility Plan

The Accessibility Plan will set priorities, responsibilities, actions, completion dates and success criteria. Evidence will include student outcomes and experiences, attendance and participation where relevant, student voice, and the views of parents and carers. The Plan will support an inclusive universal offer while recognising and responding to individual strengths and needs.

The Accessibility Plan contains actions to:

- Increase the extent to which disabled students can participate in Welland Park Academy's curriculum.
- Improve the physical environment of the academy, for the purpose of increasing the extent to which students with disabilities are able to take advantage of education and benefits, facilities or services provided or offered by the academy.
- Improve the delivery of information, which is readily accessible, to students with disabilities.
- The Accessibility Plan should be read in conjunction with the Academy's SEND Policy, the SEND Information Report and the Accessibility Policy. The Accessibility Policy complies with our funding agreement and articles of association.

Targets and Outcomes

Target	Tasks	Timescale	Responsibility	Desired Outcome
Curriculum				
Ensure access to appropriate technology for students with disabilities, to allow them to record information in lessons in an appropriate manner.	Priority for use of technology, as required for students with disabilities. Invest in software and technology, as needed. Liaise with the LA Specialist Teaching Services.	As required	SENDCo Subject Leaders IT support	Disabled students have timely access to appropriate technology that removes barriers, supports independence and enables participation and belonging in lessons.
Identify and remove barriers through inclusive curriculum planning, adaptive teaching and appropriate reasonable adjustments.	Teaching staff / Teaching Assistants to plan appropriately to meet the needs of student's with disabilities in their classes. Share relevant, proportionate information with staff through Provision Map and student passports so that adjustments are understood and applied consistently.	Ongoing	SENDCo Teachers Form Tutors Teaching Assistants	Improved curriculum access, participation, independence and belonging, with barriers identified and addressed early.

Target	Tasks	Timescale	Responsibility	Desired Outcome
Curriculum (continued…)				
Remove barriers to participation and belonging in extracurricular activities, educational visits and wider Academy life.	Plan extracurricular activities and educational visits inclusively from the outset, considering needs and financial barriers. Promote an inclusive offer in which disabled students are welcomed, represented and supported to participate alongside their peers.	Ongoing	All staff	Increased and participation in wider Academy life, with disabled students reporting that they feel welcomed, included and that they belong.
Ensure that all examination access arrangements are considered, applied for and implemented for identified students.	In collaboration with teaching staff, the SENDCo will ensure appropriate testing and reports are compiled to apply to JCQ for examination access.	Ongoing	All staff	All students who are identified are considered for access arrangements. Where access arrangements are awarded, staff will be made aware and arrangements will be implemented to reflect the students' 'normal way of working'.

Target	Tasks	**Timescale**	**Responsibility**	**Desired Outcome**
Curriculum (continued…)				
Develop the confidence and expertise of teaching and support staff in SEND, accessibility, inclusive practice, barrier removal and belonging.	Review the strengths, needs, experiences and barriers of students with SEND. Provide evidence-informed training and coaching that strengthens adaptive teaching, reasonable adjustments and inclusive classroom practice.	Ongoing	SENDCo Teachers Form Tutors Teaching Assistants	All staff to be confident in meeting the needs of students. Bespoke and student specific CPD organised, if necessary

Target	Tasks	Timescale	Responsibility	Desired Outcome
Physical Environment				
Ensure all policies consider the implications of disability access.	Review policies regularly for their impact on accessibility, inclusion, participation, belonging and the removal of barriers.	Ongoing	Principal	Inclusive access to all aspects of Academy life, supporting equitable participation and belonging for every student.
Ensure that access to school buildings and site meets the needs of all students on roll.	Audit the physical and sensory accessibility of buildings, grounds and social spaces, informed where appropriate by disabled student and adult voice. Prioritise actions that remove barriers and implement improvements within available resources, recording progress and impact.	Ongoing	Site team Principal SENDCo	Safe, dignified and increasingly independent access to school buildings, grounds and social spaces for all.
	Maintain existing disabled access to all areas of the Academy, including: Accessible disabled		Site team Principal SENDCo	Safe and dignified access to buildings, activities and the site, enabling participation and connection with

Target	Tasks	Timescale	Responsibility	Desired Outcome
	parking Medical room disabled toilets/changing facilities Ramps Contrasting / highlighted steps and thresholds Ensure flags on footpaths are in good condition and laid flat.			the Academy community.
	Make reasonable adjustments to rooming and routes so that disabled students and adults can access and participate in activities.			
	Ensure future building work complies with current accessibility requirements and, wherever practicable, improves inclusive access beyond minimum compliance.			

Target	Tasks	Timescale	Responsibility	Desired Outcome
Physical Environment (continued…)				
Ensure classrooms are organised inclusively to remove physical, sensory, communication and learning barriers.	Plan classroom layout, seating, routines and resources in response to students' strengths, needs and views.	Ongoing	SENDCo Class Teachers Subject Leaders Teaching Assistants IT Team	Disabled students can access, participate in and belong within all lessons, supported by inclusive classroom design and reasonable adjustments.
	Appropriate resources within classrooms reflect needs, including: Blinds Clear whiteboards Clutter free environments		Site Team Principal SENDCo Class Teachers Subject Leaders Teaching Assistants	
Ensure all students and adults can evacuate safely, promptly and with dignity in an emergency.	Fire escape plan and risk assessment to be reviewed and updated as required and at least annually. Implement and review a Personal Emergency Evacuation Plan for each identified student or adult who requires one.	Ongoing	Site Team Principal SENDCo	In an emergency, all students and adults can leave the building safely and with dignity, with individual barriers anticipated and addressed.

Target	Tasks	Timescale	Responsibility	Desired Outcome
Information				
Provide information in accessible formats so that disabled students, parents, carers, staff and visitors can understand, contribute and participate.	Provide large-print and other accessible formats for letters and policies when required. Use overlays, appropriate background colours and other agreed adjustments where these remove identified barriers. Use coloured paper or other formats where identified as an effective reasonable adjustment.	As required	SENDCo Form Tutors Subject Leaders All staff	Disabled parents and carers can access information, participate in Academy life and engage as equal partners.
	Share relevant information through Provision Map, student passports and the SEND Register so that staff can remove barriers and apply adjustments consistently.			Improved access, participation, independence and belonging in learning for disabled students.
	Order modified			Students can

Target	Tasks	Timescale	Responsibility	Desired Outcome
	examination papers where required so that students can participate equitably in assessment.			access examination materials in an appropriate format and demonstrate their knowledge without avoidable barriers.