Chellaston Academy

Accessibility Plan 2025 - 2028

Revision History

Version	Date	Author	Summary of changes
1	06/10/26	Sarah Starbuck	Updated Aims and Objectives pg 4 Updated details in Action Plan p10/11

This Accessibility Plan will be published on the academy website and should be read in conjunction with the following academy policies: Behaviour Policy, Curriculum Policy, Emergency Plan, Equal Opportunities Policy, Health and Safety Policy, Academy Improvement Plan, Special Educational Needs Policy.

Introduction

Academies are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which children and young people with disabilities can participate in the curriculum
- Improve the physical environment of the academy to enable children and young people with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to children and young people with disabilities

Our academy aims to treat all its children and young people fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind

Key Principles

All disabled children and young people should have equal access to education.

The academy has adopted this Accessibility Plan in line with the academy's Special Educational Needs (SEND) policy with the aim of ensuring that our academy is socially and academically inclusive, that all children and young people have access to a full curriculum, and that all children and young people are appropriately challenged and/or supported.

This plan will run from September 2025 to September 2027.

This Accessibility Plan provides an outline of how the academy will manage this part of the SEND provision. Please refer to our Special Educational Needs Policy for an outline of our full provision to support children and young people with SEND. This can be found on the academy website.

The table below is based on our current assessment of accessibility for children and young people with SEND. It sets out priorities across the academy in a number of areas and the relevant timescales for action to increase accessibility for children and young people with SEND.

Progress on these measures will be updated annually and reported to the local governing body.

Aims and Objectives

- To ensure all students, including those with SEND and disabilities, have full access to a broad, balanced and ambitious curriculum.

- To develop the systems and communication between all stakeholders in providing this curriculum in an appropriate and adapted manner
- To identify and remove barriers to learning, participation and achievement.
- To work in partnership with students, parents, staff and external agencies to anticipate and meet accessibility needs.
- To ensure staff receive the training, resources and confidence they need to support students with a wide range of SEND and disabilities.
- To develop the technology children and young people have access to in order to support their learning both at academy and at home
- To ensure children and young people's voices play a key part of the way we adapt and provide for children and young people with disabilities

Responsibilities

Chellaston recognises it has a statutory duty to identify and support children and young people with disabilities.

Board of Trustees will:

- Uphold and review the principles of the Equality Policy
- Monitor that all children and young people have equal opportunities to engage and learn, with support provided as appropriate and reasonable
- Ensure that persons with disabilities are supported with individual provision as appropriate and reasonable in order that they can carry out their work effectively without barriers.

Senior Leadership Team will:

- Ensure that the principles of the Equality Policy are upheld in practice
- Provide appropriate resources to support children and young people with disabilities
- Ensure that appropriate and reasonable adjustments to facilities and practice are made to accommodate children and young people with disabilities where necessary
-

All Staff will:

- Ensure that all children and young people have equal opportunities to engage and learn, with support provided as appropriate and reasonable

Physical Environments –

- Aim: To provide a fully accessible environment which values and includes all students, staff, parents, and visitors regardless of their educational, physical, sensory, social, spiritual, cultural and emotional needs or requirements.

Actions	Timeframe	Responsible	Evidence
a). Designated accessible parking spaces are available with drop kerbs and level access to the pedestrian walkway.	In place	Estates/SLT*	• Accommodation in place.
b). Lift available from street level to reception area.	In place	Estates/SLT*	• Accommodation in place. • All lifts are serviced in line with the academy's maintenance plan.
c). Automatic opening doors into the academy's reception area.	In place	Estates/SLT*	• Accommodation in place and serviced in line with the academy's maintenance plan.
d). Information around the academy is accessible through appropriate internal signage, large print resources and pictorial/symbolic representations.	In place and ongoing	Estates/SLT*/ Teachers & Non Teaching Staff	• Accommodation in place and updated and improved as required.

e). Evac chairs available in all two-storey blocks across the site.	In place and ongoing	Estates/SLT*	• Sufficient staff trained in evac chair process and chairs regularly serviced through site maintenance plan. • PEEPS available for pupils with physical and medical needs and shared with appropriate staff.
f). Accessible toilets for both staff and students are situated within all blocks of the academy building.	In place and ongoing	Estates/SLT*	• Accommodation in place and updated and improved as required.
g). There is an allocated prayer room for staff and students to access as required throughout the day.	In place and ongoing	SLT*	• Accommodation in place which is updated and improved as required. • Staff and student voice.
h). Walls, doorways, floors, sockets, and switches are of contrasting colours as far as possible. As areas are refreshed contrasting will improve.	In place & ongoing	Estates/SLT*	• Accommodations in place, continually improved and updated in line with the • Academy's maintenance and refurbishment plans.

i). The academy's sensory room offers multi-sensory resources, including, lighting and sounds to support student's sensory needs. The Base and RESET areas also provide multi-sensory resources	In place & ongoing	SENCo/DSENCo/ Extended Learning Team	• Accommodation in place which is updated and improved as required. • Student voice.

and quiet spaces to support students.			
j). Invest in additional equipment to include but not limited to adjustable desks, Bodet system, sloping boards, standing tables, adjustable seating, stool socks, adjustable design technology equipment.	In place and ongoing	Estates/SLT*	• Accommodations in place which are updated as required, informed by VI, HI and PI specialists. • Audit of equipment and individual student sensory audits.
k). All areas of the site are accessible throughout the year as far as is possible. Regular site walks are undertaken with accessibility being a priority area.	Ongoing	Estates/SLT	• Minutes of meetings and planned schedules of improvements/ maintenance.
l). Lift access is available in Blocks A,D, F & G. B block is single storey. Lessons and training are not scheduled upstairs in C or E block for students or staff with long term accessibility needs. Open evenings and parents evenings do not incorporate upstairs C or E block in their schedules/tours.	In place and ongoing	Estates	• All lifts are serviced in line with the academy's maintenance plan. • Students access to learning with correct rooming and resources is not prohibited as per adaptations to whole academy timetable.

The Parent – Teacher Partnership

On initial admission into the academy, parents and carers will be asked about their child's medical needs which will be recorded on the child's file. Our Year 6 transition team will gather information on these needs from the primary academy and will use their advice to plan the provision for the

child as they enter secondary academy. Any noted specific medical requirements or medication will be discussed with the parent and recorded in more detail on Arbor, Meditracker and Edukey. Information will be reviewed regularly and where necessary children will have a health care plan which will be shared with the appropriate staff.

We will consult with parents if medical situations change or new concerns present themselves or if personal circumstances change.

Please see the 'Supporting pupils with Medical Conditions' policy.

Exams and Access Arrangements

Over the course of key stage 3, we will collate evidence of where children require significant additional support in assessment and exams. If the evidence suggests a substantial and long-term issue then we will prepare an application for access arrangements for their exams. The evidence will be assessed at the end of year 9 and the application processed in year 10. The evidence over key stage 3 and from primary academy will allow us to paint a picture of need and their normal way of working.

Access arrangements can include a reader, a scribe, a laptop, rest breaks and/or extra time. The arrangements applied for will depend on the scholar's individual needs that have been apparent across their time in academy.

Where a child has an Educational Health Care Plan or a letter confirming a disability, exams arrangements will be made according to their usual way of working without requiring the application process and Form

Inclusion & Equality

We absolutely believe that all children and young people should have a full, broad and balanced curriculum and are given an opportunity to have a breadth of experiences. It is the responsibility of all staff to ensure that children and young people are supported and challenged as appropriate to their individual need.

Action Plan

Aim	Actions	Person Responsible	Date to complete actions by	Success Criteria
Curriculum Increasing the extent to which students with disabilities can participate in the curriculum.	Provide training for staff on skills and knowledge in supporting students with SEND and their welfare in the classroom.	SENCO	Staff meetings / briefings through the year.	All staff awareness of students with disabilities
	Curriculum progress is tracked for all pupils, including those with a disability. All targets are set effectively and are appropriate for students with additional needs.	Deputy Head & Head of Subjects	Ongoing	Student outcomes
	Ensure any students with a disability are clearly identified on Arbor, and as we progress over to Edukey as well.	SENCO /Assistant SENCO / SEND Admin	Ongoing through the academic year.	During QA staff are observed of being aware of understanding, and accommodating, the needs of students with SEND. All staff to read and familiarise themselves with the students they teach with disabilities.
	Appropriate use of technology to assist students with their work.	SENCO/Deputy SENCO/ SEND Admin/ Head of Subject	Ongoing	Students who require the use of technology will be provided with it during lessons.
	Appropriate use of specialist equipment & resources tailored to the needs of the students who require support to access the curriculum.	Class teacher / SENCO / Deputy SENCO	Ongoing	Specialist equipment will be observed being used in relevant lessons.

	Creation of best practice for how to create an accessible classroom including tips for Hearing and Visually Impaired students and students with disabilities.	SENCO / Deputy Head (T+L) Asst. Head (T+L)	Ongoing	Classrooms will be accessible to meet the needs of students with disabilities.
	The curriculum is reviewed to ensure it meets the needs of all students.	Deputy Head (T+L)	Ongoing	Deputy Head and Asst Head (T+L) will review the curriculum to ensure it is meeting the needs of all students.
Environment To improve the physical environment of academy to enable students with disabilities to take better advantage of education, benefits, facilities and services provided.	Improve pathways for level surfaces for all students.	Site Manager/ Estates	Ongoing	Trip hazards removed on key routes, improve definition on steps.
	Improve consistent wheelchair accessibility across the site	Site Manager	Ongoing	Ensure timely management of issues with lifts.
	Information around the academy is accessible through appropriate internal signage, large print resources and pictorial/symbolic representations.	Estates/ SENCO	Ongoing	Corridors and classrooms will be accessible to staff, students and visitors with disabilities.
	Ensure a suitable and sufficient fire risk assessment is in place to identify	Site Manager/ SENCO	Ongoing	An appropriate fire risk assessment is in place and

	people who cannot evacuate unaided and ensure PEEPs are in place for identified staff and students. Ensure Evac chairs are positioned strategically and routinely inspected and properly maintained to ensure they are ready for immediate use at all times. Adequate numbers of staff are properly trained, competent and available during all occupied times.			reviewed annually OR whenever there is a change in circumstance. Individual PEEPs are in place and reviewed at least annually and shared with parents. Nominated staff receive termly refresher training in the use of the Evac Chair.
Information Improving the availability of accessible information to students with disabilities.	Detailed Individual Health Care Plans to be written for all students with a medical condition and on Medi Tracker. Staff are informed of any changes to medical plans as applicable	Assistant Head/ Medical Officer	Annually	Students with medical needs will have an Individual Health Care Plan which has been agreed with parents and reviewed annually.
	Staff to consider seating plans when seating students and base on any needs. These should be on Arbor.	Classroom teachers, Learning Mentors	At the start of the academic year and if any new students join the class or a student has a change in need.	Classrooms will be accessible to meet the needs of students with disabilities and students with identified SEND needs