WATLING
ACADEMY

Accessibility Plan

2026-2028

Aims of the Accessibility Plan

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

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

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

At Watling Academy, we believe that all students are entitled to a broad, balanced and adapted curriculum. Students are valued equally regardless of ability and encouraged to achieve their full potential. The achievements, attitudes and well-being of all students are important to us, and practical steps are taken to account for students' varied life experiences and needs.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan. If you have any concerns relating to accessibility in school, the Trust complaints procedure sets out the process for raising these concerns.

Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

Monitoring arrangements

This plan will be reviewed every two years but may be reviewed and updated more frequently if necessary.

The accessibility plan is linked to the following documents:

- Special Educational Needs and Disabilities (SEND) policy
- Special Educational Needs and Disabilities (SEND) information report
- Health and Safety policy

Reviews of impact and progress will be monitored through regular reports to Senior Leadership and the Local School Board as part of the routine monitoring schedule.

Feedback from pupils, parents and staff will inform future updates.

Accessibility plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Objective	Current Practice	Actions	Timeframe
To increase access to the curriculum for all pupils, including those with special education needs and/or disabilities.	Ensure that the curriculum is differentiated and adapted so it is appropriate for all pupils, considering different levels and specific needs.	• Teaching staff CPD centred on adaptive teaching, and proactive changes made to the curriculum to ensure access for all learners • Use of resources tailored to the needs of pupils who require support to access the curriculum, as advised by external professionals where appropriate • Development of nurture group in Year 7, for pupils who have started secondary school with significant needs that impact their curriculum access. This has a higher staff to pupil ratio. • Development of alternative curriculum pathway through Year 10 and 11, focusing on more accessible qualifications such as ASDAN. • Curriculum planning taking pupils' starting points, misconceptions and needs into account.	Review of curriculum in department areas, with focus on accessibility for all learners. Targeted work with teaching staff delivering curriculum to both Year 7 nurture group and Year 10 alternative curriculum group, to ensure learning is appropriately adapted for the needs of the groups. These staff will then be used to support CPD and examples of best practice. Continued school-wide focus on adaptive teaching strategies, including strong starts, retrieval practice, reading, oracy and numeracy development.	Ongoing Autumn term, and then ongoing review Ongoing

		• Curriculum resources include examples of people with disabilities, and offer opportunities to experience inclusion such as through wheelchair basketball in PE.		
	Ensure that pupils with SEND are making progress in line with pupils without SEND	• Curriculum progress is tracked for all pupils, including those with a disability • The curriculum is reviewed at regular intervals to make sure it meets the needs of all pupils • Senior leaders systematically review progress data for key identified groups, including SEND, to identify trends and areas of concern. • Heads of Department analyse data at least 3 times a year to inform their in and out of class intervention offer. • Targeted interventions are in place for identified pupils to support filling gaps in curriculum knowledge and skills, particularly for literacy and numeracy foundational skills.	Review curriculum needs for pupils at least 3 times a year; for those with EHC Plans this will be in line with review meetings. Plan for and monitor the inclusiveness of the curriculum, including need for specialist equipment in specific subjects and/or for specific pupils. Review of current intervention offer and impact on pupil progress.	Ongoing Ongoing Termly

	Pupils with complex needs can access targeted and appropriate provision through a well-planned and monitored inclusion base	• The Academy currently has inclusion bases targeting key students in the school; those with cognition and learning needs, those with SEMH needs, and those that are disengaged with school. • Students are able to access safe spaces when they are unable to be in the mainstream classroom. • Interventions run for identified students, facilitated by the SEND, pastoral and Wellbeing teams. This intervention focuses on key areas to improve their access to the curriculum; reading, numeracy, social skills, emotional regulation. • Staff are timetabled consistently to be working within these spaces and build good relationships with students.	Audit of current inclusion bases within school, using the DfE guidance on inclusion bases. Planning of changes to inclusion bases, including development of more robust curriculum base for those who cannot cognitively access the curriculum. This includes access to teacher-led lessons and intervention. Consideration of placement of inclusion bases, to support building an inclusive environment that builds engagement with school. Establish clear baselines, entry and exit points for all inclusion bases within school, which assist regular reviews of where on the continuum students are. Once bases have been established, regular timetabled reviews of	September 2026 December 2026 December 2026 January 2027, and then ongoing

			provision in place, to ensure access is still appropriate.	
	Pupils can use assistive technology effectively to support their learning and output	• Use of word processors for identified pupils in both lessons and assessments. • Laptop assessments completed where concerns around a pupils' legibility or speed of work are raised. • Use of speech-to-text and reading software to support those who require support with scribing	Development of clear process for students when using laptops, using Microsoft Office programmes to ensure teaching staff can access completed work and maintain same expectations around marking and feedback. Roll out of speech-to-text software and reading software within curriculum lessons to support access for pupils who require a reader or scribe	December 2026 January 2027
	Pupils with a disability have the same access to practical aspects of the curriculum as their peers	• Pupils with disabilities actively participate in clubs, trips and other extra-curricular activities alongside their peers, supported by reasonable adjustments and specialist staff. • The SEND team works collaboratively with teaching staff and parents to look at practical adjustments that can be made to	Increased and more timely communication between key staff on reasonable adjustments or support needed to ensure participation in clubs or trips for these students. Consideration given when planning extra-curricular	Autumn term, and then ongoing

		ensure full access to the curriculum, e.g. use of adaptive equipment in PE or Food Technology, the use of adaptive furniture to support access to practicals in Science. • School staff work with external professionals, such as Occupational Therapy and Physiotherapy around individual students who need significant modifications due to physical disabilities. This includes staff training on how to support students who need to use a stander or other specialist seating.	activities and/or trips to physical disabilities and the viability of full student access.	
Improve and maintain access to the physical environment	All pupils can access all areas within the school environment, moving around the site safely	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Level entrances on doors	Regular checks and audits carried out by site team to assess site access and provision, with remedial actions to be taken following this. All corridors and entrances to be kept clear of obstructions	Ongoing

		• Adaptive furniture e.g. height assistive tables • Two specialist hoists across two floors All corridors are accessible for wheelchair users and wide enough for maneuvering. Habituation reviews are undertaken with the Sensory VI team to support site access for students with visual impairments.		
	Ensure all pupils and staff with a disability can be safely evacuated in the case of an emergency	• PEEPs in place for all pupils with a physical disability where support is required in an evacuation • Staff are trained to use evacuation chairs, and have regular refresher training • Pupils with sensory disabilities supported in the case of an evacuation e.g. through use of ear defenders or additional adult support • Regular fire drills completed to identify possible issues or	PEEPs are regularly reviewed to ensure they are relevant and up to date. New or amended PEEPs are shared with relevant staff members. Training for additional staff on use of evacuation chair completed.	Ongoing PEEPS reviewed at least termly.

		concerns with evacuation procedures		
Provide training for staff in relation to disability difficulties, which increases their knowledge and confidence in supporting a range of needs	Staff have received appropriate training to support with the growing number of pupils with physical disabilities, including manual handling, hoisting and intimate care. This allows them to appropriately support pupils with their physical needs.	• Whole school training for staff on disabilities, including support for pupils with sensory difficulties (e.g. hearing impairments) and physical disabilities (e.g. cerebral palsy) • Working with external agencies who provide support and guidance on how best to support specific disabilities e.g. from physiotherapists or occupational therapists	Regular CPD for staff on disability awareness, in line with new cohorts and their individual needs. Use of external agencies to provide training for specific groups of staff e.g. hoisting training for teaching assistants working with pupil in a wheelchair. Specialist training on hoisting and intimate care, in light of the significant increase in pupils who need physical care and/or are in wheelchairs. Review of intimate care and manual handling guidance used in school	CPD – Autumn term Intimate care guidance review – October 2026, and then ongoing review for individual pupils.
	. All staff have opportunities for CPD that enables them to meet the needs of children at Watling Academy within their specified role in school. Staff are confident in identifying possible or emerging needs, and	• All staff INSET session, with a focus on identifying emerging needs and behaviours. • Creation of more robust referral system, shared regularly with	Continued CPD, targeted at specific areas of need to build staff confidence. Review of CPD offer, using staff feedback on its impact. This will be used to inform future CPD.	Ongoing July 2027

	pass this on to appropriate staff to support our early identification process.	staff and reviewed weekly by SEND team • Teaching staff CPD on Pupil Premium and barriers to progress, informed by barriers data collated across the school. • Regular Inclusion briefings, which focus on different areas of need. This is driven by the overview of need at Watling Academy, and also informed by staff voice on areas they wish to know more about. • Teaching and Learning CPD with a focus on adaptive teaching and discussion of how teachers can proactively plan for the barriers of the pupils in their classes.		
Staff are aware of the access needs of students, staff, Trustees and parents/carers with disabilities	All staff are aware of students needs so that they can access the full curriculum	• Information regarding students with disabilities shared with staff through Academic profiles on Class Charts	Information regarding students is reviewed and updated regularly. Staff are informed of when these updates are made. Information is shared regularly with relevant staff and external agencies.	Ongoing