



Fosse Way Academy

Accessibility Plan

Approved by:

Headteacher

SEND CO

SEND GOVERNOR

Date: September 2026

Last reviewed on: Summer
Summer 2026

Next review due by:
Summer 2029

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1. Aims

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.

Our school aims to promote respect for difference and diversity in accordance with our values.

Our Values - The Fosse Way

GROW LEARN BELIEVE SUCCEED

A Fosse Way child will learn to be:

Respectful Co-operative Friendly Tolerant Courageous Democratic

Independent Honest Trustworthy Appreciative Resilient Inquisitive

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, for example health professionals, architects and planning officers and SEND support services.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

2. 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.

3. Action plan

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
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Increase access to the curriculum for pupils with a disability	• Our school offers an adapted curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities and additional needs • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils • <i>The school operates a highly specialised SEND Hub providing tailored education for children with significant and complex needs within the local community.</i> • <i>Two distinct, purposeful curriculum pathways—Semi-Formal and Informal—are fully established to match the developmental and cognitive profiles of Hub learners.</i>	1.Enhance staff confidence in adaptive teaching strategies and live scaffolding, with a focus on non-core subjects in line with the school SDP.	• Ensure all teaching staff receive regular training for adaptive teaching strategies and live scaffolding. • Audit and update curriculum resources to reflect diverse abilities and disabilities. • Review pupil progress data termly to identify and address gaps for pupils with disabilities. • Expand the use of assistive technology and learning aids tailored to specific needs (e.g., text-to-speech software, communication boards). • Establish pupil voice forums to understand the experience of pupils with disabilities in the curriculum.	SENDCO SLT	Summer 2029	• Staff report increased confidence • More inclusive materials in use • Assessment data shows pupils make strong progress inline with their personal baselines, while equity of opportunity is systematically tracked and delivered for all vulnerable groups. • Assistive tools in active use by pupils
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	• <i>Mainstream curriculum delivery relies on high-quality Adaptive Teaching and live scaffolding (such as writing frames, targeted questioning, and mini-whiteboards) rather than restrictive, pre-planned "differentiation" or tiered tasks.</i> • <i>Cross-provision professional coaching allows mainstream and specialized Hub staff to co-plan and share adaptive pedagogical strategies, protecting high expectations for all learners.</i>		• Pre- and post-training staff confidence surveys focused on adaptive teaching strategies. • Qualitative feedback captured through termly coaching loops and SEND-focused learning walks.			

Improve and maintain access to the physical environment	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 ● Library shelves at wheelchair-accessible height ● Evacuation Plans for those people needing them ● Specialised evacuation equipment (stair chair) available for use ● <i>The physical footprint of the school includes a dedicated SEND Hub featuring specialised, safe learning environments tailored to complex needs.</i> ● <i>Environments are structurally organized to support distinct pedagogies, utilising low-arousal configurations, sensory-safe lighting, and dedicated physical intervention spaces.</i>	To successfully establish and physically integrate the new SEND Hub, delivering specialised internal classrooms alongside engineered social inclusion spaces that guarantee children with complex needs achieve a deep sense of local belonging during both academic and non-academic times.	● Adapt internal Hub spaces for semi-formal/informal pathways. ● Secure specialised sensory/physical equipment. ● Implement safe transition plans. ● Audit and adapt shared zones (playgrounds, dining, assemblies) for true peer integration. ● Conduct annual accessibility audits to identify physical barriers and update improvement plans accordingly. ● Ensure all emergency evacuation plans include provisions for pupils with physical or sensory disabilities.	SLT Site Manager SENDCO	LCC Consults & Semi-Formal Expansion: Process and review incoming LCC consultations to expand Semi-Formal class capacity safely and effectively. Induction: SLT to deliver a structured induction program for the September-start Semi-Formal class teacher. Informal Pathway Development: Develop bespoke Informal curriculum planning and environment design between September and December 2026.	● Specialised classrooms are fully operational and safe. ● Evacuation plans seamlessly protect Hub pupils. ● Structured observation confirms Hub and mainstream peers interact safely and inclusively during breaktimes.
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	• <i>True social inclusion is actively engineered, with physical layouts, playground zoning, and lunch/assembly structures adapted to allow Hub pupils and mainstream peers to safely interact and build a shared community during non-academic times.</i> • <i>Semi-Formal Pathway: Classroom is fully operational and open. Class teacher employed to start September 2026, with an SLT-led induction program scheduled upon commencement. The school is actively accepting and reviewing local authority (LCC) consultations to expand class intake.</i> • <i>Informal Pathway: Formal opening planned for January 2027. Curriculum planning and pathway development are scheduled from September to December 2026, alongside recruitment for a dedicated class teacher to commence in January 2027.</i> •		• Prioritise budget allocation for upgrades to accessibility features if deemed necessary (e.g., automatic doors, tactile floor indicators, hearing loops/equipment). • Review school event locations and layouts to ensure inclusivity and access for all attendees. • Work with health professional/parents for new pupils needs that require adaptations and adjustments to their environment. • LCC Consults & Semi-Formal Expansion: Process and review incoming LCC consultations to expand Semi-Formal class capacity safely and effectively.		Informal Staffing: Complete recruitment and onboarding for the Informal pathway class teacher for a January 2027 start. Summer 2029	
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			● Induction: SLT to deliver a structured induction program for the September-start Semi-Formal class teacher. ● Informal Pathway Development: Develop bespoke Informal curriculum planning and environment design between September and December 2026. ● Informal Staffing: Complete recruitment and onboarding for the Informal pathway class teacher for a January 2027 start.			

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Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources • Braille • Hearing loop system • Pictorial or symbolic representations • iPads • Coloured overlays and backgrounds for screens • <i>Information delivery in the Informal and Semi-Formal pathways is rooted in robust Augmentative and Alternative Communication (AAC) frameworks, including high-frequency use of communication boards, visual timetables, and pictorial symbols.</i> • <i>Pupil progress and personal learning journeys are captured and communicated directly to children using highly visual, Child-Friendly Targets rather than traditional, text-heavy assessment trackers.</i>	1. Standardise alternative communication formats. 2. Implement Child-Friendly Targets across mainstream and Hub settings. 3. Use digital tools to support oracy and transcription skills.	• Develop and implement a protocol for producing accessible formats (large print, braille, audio) for all key communications should they be needed. • Train staff in using and producing accessible communication materials, including symbol-supported text. • Increase the use of inclusive digital tools (e.g., screen readers, captioned videos) in classroom delivery. • Provide translation of key documents into pictorial or symbolic formats for pupils with cognitive disabilities.	SENDCO, SLT, Hub Team, and Oracy/Spelling Leads.	Summer 2029	• Protocol followed for all key communications • Staff report confidence in using alternative formats • Pupils access digital tools independently • Survey shows improvement in parent/pupil satisfaction • Mainstream and Hub staff confidently share adaptive communication strategies via coaching loops. • 100% of targeted vulnerable children can access, view, and interact with their personalised "Child-Friendly Targets."

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	The school utilises an array of assistive and inclusive digital tools (such as iPads equipped with specialised communication/speech-to-text apps, coloured screen backgrounds, and captioned media) to ensure lesson content is immediately accessible.		- Gather feedback from pupils and families about the accessibility of school communications to inform improvements. - Access to statutory test materials appropriate to need: large format/braille etc. - Train staff on alternative communication formats (such as communication boards and symbol-supported text) to complement new oracy, spelling, and writing transcription approaches.			

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			• Implement customized, visual Child-Friendly Target tracking tools so pupils can actively interpret and articulate their own learning journeys. • Establish regular Multi-Modal Pupil Voice Forums to gather direct feedback from non-verbal or vulnerable learners.			

4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by SEND Governor, SENDCO and Headteacher.

It will be approved by SEND Governor, SENDCO and Headteacher.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
 - Equality information and objectives (public sector equality duty) statement for publication
 - Special educational needs (SEN) information report
 - SEND policy
 - Supporting pupils with medical conditions policy
 - Child Protection and Safeguarding Policy (Updated 2026 to reflect new Regulated Activity checks)
 - Teaching and Learning Policy (incorporating Adaptive Teaching Principles)
 - Oracy and Speaking Curriculum Framework
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