



ACCESSIBILITY PLAN

WHITEMOOR ACADEMY ACCESSIBILITY PLAN

2026-2029

Document Control

Title	Accessibility Plan
Applicable To	Whitemoor Academy
Policy Owner	Headteacher
Approved By	Local Governing Body
Approval Date	Autumn 2026
Review Cycle	Three Years
Next Review Date	Autumn 2029

1. Introduction

Whitemoor Academy is committed to creating an inclusive environment where all pupils, staff, parents and visitors are able to participate fully in school life.

We recognise our duties under the Equality Act 2010 to ensure that disabled pupils are not disadvantaged and are able to access the curriculum, school environment and information provided by the school. This Accessibility Plan outlines how the school will improve access over the period 2026-2029.

The school is committed to providing equality of opportunity and fostering positive attitudes towards disability and diversity.

2. Aims of the Accessibility Plan

The purpose of this plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services.
- Improve the availability of accessible information for disabled pupils, parents, carers and visitors.

3. Legislation and Guidance

This plan has been prepared in accordance with:

- The Equality Act 2010.
- Schedule 10 of the Equality Act 2010 relating to Accessibility Plans.
- Special Educational Needs and Disability Regulations 2014.
- SEND Code of Practice: 0-25 Years (2015).
- Academy Trust funding agreement requirements relating to inclusion and equality.

The Equality Act 2010 defines disability as a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. Schools are required to make reasonable adjustments to avoid substantial disadvantage to disabled pupils.

4. Principles

Whitemoor Academy seeks to:

- Value all pupils equally.
- Promote inclusion and participation.
- Remove barriers to learning wherever possible.
- Respond positively to individual needs.
- Consult with pupils, parents, staff and external professionals.
- Promote positive attitudes towards disability.
- Meet statutory duties relating to equality and accessibility.

Accessibility is considered whenever curriculum developments, building improvements, procurement projects or policy reviews take place.

5. Definitions

A disabled person is someone who has:

"a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities." [\[gov.uk\]](https://www.gov.uk),

The school recognises that disabilities may include:

- Physical disabilities
- Sensory impairments

- Medical conditions
- Neurodiverse conditions
- Speech and language difficulties
- Mental health needs
- Long-term health conditions

6. Current Accessibility Arrangements

Whitemoor Academy currently provides:

- Accessible entrances to key school areas.
- Individual risk assessments where required.
- Reasonable adjustments for pupils with disabilities.
- Access arrangements for statutory assessments.
- SEND provision through specialist support and intervention.
- Alternative formats of communication where necessary.
- Accessibility considerations within educational visits.
- Personal Emergency Evacuation Plans (PEEPs) where appropriate.

7. Accessibility Objectives 2026-2029

The school will:

1. Further develop inclusive teaching and learning practices.
2. Improve access to specialist resources and assistive technology.
3. Continue to improve the physical accessibility of the school environment.
4. Ensure information is available in accessible formats.
5. Strengthen pupil voice regarding accessibility and inclusion.
6. Improve accessibility of digital and online learning resources.

8. Action Plan

Priority Area 1: Access to the Curriculum

Objective 1

Ensure all pupils have equal access to a broad and balanced curriculum.

Action	Lead	Timescale	Success Criteria
Deliver annual inclusion and SEND training	Headteacher / SENDCo	Annually	Staff demonstrate effective adaptive teaching strategies
Audit curriculum resources for accessibility	SENDCo	Annually	Appropriate adaptations in place
Monitor participation in school trips and enrichment activities	SENDCo / EVC	Ongoing	All pupils can access opportunities through reasonable adjustments
Expand use of assistive technology	SENDCo	2026-2029	Increased independence for identified pupils
Gather pupil voice regarding accessibility	SENDCo	Annually	Pupil feedback informs future planning

Priority Area 2: Physical Environment

Objective 2

Improve access to the physical environment of the school.

Action	Lead	Timescale	Success Criteria
Conduct annual accessibility audit	Site Manager	Annually	Accessibility barriers identified and addressed
Maintain pathways, ramps and entrances	Site Manager	Ongoing	Safe access across the site
Review signage throughout school	Site Manager / Office Manager	2027	Improved wayfinding for pupils and visitors
Consider accessibility within refurbishment projects	Headteacher / Office Manager	Ongoing	Accessibility included in planning process
Review emergency evacuation arrangements	SENDCo / Site Manager	Annually	PEEPs updated and effective
Develop sensory-friendly spaces where appropriate	SENDCo	2027-2029	Improved provision for pupils with sensory needs

Priority Area 3: Access to Information

Objective 3

Improve access to information for disabled pupils, parents and visitors.

Action	Lead	Timescale	Success Criteria
Provide information in alternative formats on request	Office Manager	Ongoing	Requests fulfilled promptly
Review website accessibility annually	Aspire & SHINE Education Trust	Annually	Website remains compliant with accessibility requirements
Improve translation and interpretation support	Office Manager	Ongoing	Increased accessibility for families
Ensure learning materials can be adapted as required	SENDCo	Ongoing	Inclusive resources available

9. Monitoring and Evaluation

The Headteacher, SENDCo and Governing Body will monitor the implementation of this plan.

Progress will be evaluated through:

- Accessibility audits.
- SEND reviews.
- Pupil progress data.
- Attendance and participation data.
- Parent and pupil feedback.
- Health and safety inspections.
- Governor monitoring visits.

An annual review of progress against the action plan will be reported to governors.

10. Roles and Responsibilities

Governing Body

The Governing Body will:

- Monitor implementation of the plan.
- Ensure statutory duties are met.
- Review progress reports.
- Approve future revisions of the plan.

Headteacher

The Headteacher will:

- Lead implementation of the plan.
- Allocate appropriate resources.
- Ensure staff understand their responsibilities.

SENDCo

The SENDCo will:

- Coordinate accessibility initiatives.
- Advise staff regarding reasonable adjustments.
- Monitor the effectiveness of accessibility provision.

Staff

All staff are responsible for:

- Promoting inclusion.
- Implementing reasonable adjustments.
- Identifying and reporting barriers to accessibility.

11. Linked Policies

This plan should be read alongside:

- SEND Policy
- Equality Information and Objectives
- Health and Safety Policy
- Educational Visits Policy

- Behaviour Policy
- Medical Needs Policy
- Safeguarding and Child Protection Policy
- Curriculum Policy

12. Availability of the Plan

This Accessibility Plan will be:

- Published on the school website.
- Available from the school office upon request.
- Available in alternative formats where required.

Whitemoor Academy is committed to ensuring that every member of our community can access, participate in and benefit from all aspects of school life.