

December 2025

Next Review date: December 2028

Accessibility Plan

This policy applies to Wootton Academy, managed by Wootton Academy Trust (WAT).



**Wootton
Academy**

Person responsible: Head of School
Reviewed by: Board of Trustees

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1. Introduction

All Academies are legally required to produce and publish an accessibility plan. This plan is to be updated unusually and made available to the institution's stakeholders. The accessibility plan is aimed specifically at students with a disability.

At Wootton Academy we are fully committed to providing a fully inclusive and accessible environment for all students, staff, parents and visitors. This accessibility plan outlines how we will meet the needs of disabled students, staff and visitors within our school. This plan is in place to identify barriers which may prevent access to the curriculum for potential and current students with disabilities and the actions that the school is taking to address these issues.

The plan has been drawn up by the Head of School and will be overseen by the Head of School and Deputy Head – Inclusion & Diversity.

The accessibility plan will be published on the school website and disseminated to curriculum staff and staff supporting students through their line managers.

2. Rationale

- a) An accessibility plan is designed to ensure that students with a disability can fully participate in the institution's curriculum.
- b) An accessibility plan is designed to ensure that the physical environment of the institution enables students with a disability to take advantage of the facilities and services provided or offered by the institution.
- c) An accessibility plan is designed to improve the delivery of information to students with a disability.

This plan complies with the statutory guidance as set out in the SEND Code of Practice 2015 and the Equality Act 2010.

The 2010 Act sets out duties in regards to the protected characteristics which include – Age – Disability – Gender reassignment – Race – Religion or belief – Sex – Sexual orientation – Marriage and civil partnership

The SEN Code of Practice 2015 states that under the Equality Act 2010 as a college we:

- Must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- Must not discriminate for a reason arising in consequence of a child or young person's disability
- Must make reasonable adjustments to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- Must make reasonable adjustments to procedures, criteria and practices to ensure children and young people are not at a substantial disadvantage compared to their peers.
- Must publish accessibility plans setting out how they plan to increase access for disabled pupils in the curriculum, the physical environment and to information.

3. Aims and Objectives

- To ensure that students at Wootton Academy who have disabilities and/or additional needs have access to the equipment and support they need in order to access learning.
- To continue to ensure that all students are able to access the curriculum offer and that reasonable

adjustments are put in place when they are required.

- To continue to ensure that all parents/carers and visitors are able to access the school and support the students learning.
- To ensure that relevant staff are trained in meeting the needs of all students including those with disabilities and additional needs.

4.Associated Documents and Policies

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 2015
- Wootton Academy Trust SEND Policy
- Wootton Academy Trust Safeguarding and Child Protection Policy
- Supporting children and young people at school with medical conditions 2015

5.Accessibility Plan

Improving Curriculum Access					
Target	Strategies	Timescale	Responsibility	Success criteria	Evaluation
Training for teachers	Use staff training time to ensure all staff understand additional needs or barriers that learners have. Purchase specialised equipment where necessary, in response to individual need, to allow pupils to access all courses offered	Before entry of pupil to the school	SENCO	Pupils are all able to access each aspect of the curriculum.	
Curriculum adjustments to ensure fair access for all	Consider the needs of all pupils in the school when planning lessons and adjust resources accordingly. Ensure strategies on pupil passports are accurate. Ensure risk assessments and Health Care Plans are in place as appropriate	Before entry to school and at least termly reviews and updates.	SENCO Deputy Head – Inclusion & Diversity	Pupil passports are used in every lesson by teachers. Pupils are able to access lessons and learning, and all aspects of school life	
All extra-curricular activities are	Pre-preparation meetings are held with parents	All out-of-school activities will be conducted in an	Trips and Visits Coordinator	Increase in access to all school activities	

planned to ensure the participation of the whole range of pupils	and carers to make all necessary additional arrangements such as transport, knowledge of the local area etc. Risk assessments to be in place for trips/visits as appropriate	inclusive environment with providers that comply with all current and future legislative requirements		for all pupils	
Ensure all pupils can access public and statutory assessments	Approved access arrangements (to comply with JCQ regulation) in place for all pupils who require, and are eligible for, support including readers, scribes, separate rooms etc.	All pupils that have approved access arrangements can fully access all exams and statutory assessments	SENCo	All learners can achieve across the curriculum	
Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of School	Whole school community aware of issues relating to Access	SENCo Deputy Head – Inclusion & Diversity	All children, and families, feel part of an inclusive and fair community	

Improving the Delivery of Information					
Target	Strategies	Timescale	Responsibility	Success criteria	Evaluation
Availability communication in alternative formats to improve accessibility for all stakeholders, including those with visual impairments	The school will make parents and carers aware that communication can be provided in large text etc. The school will work with interpreters and signers as appropriate.	All stakeholders able to access information about the school, as it affects their child	SENCO, PA to senior leadership team	Delivery of material improved to stakeholders with disabilities.	
Ensure accessibility for pupils with visual impairment	Meet annually with the Bedford Borough Visually Impairment Support Team to assess individual pupil support needs.	All lessons accessible to those pupils with visual impairment. Learningr is equitable,	SENCO Deputy Head - Teaching and Learning	Pupils make expected or above expected progress	

	Purchase assistive technology as required in response to pupil need. Ensure sharing of information through PPS to ensure all teaching staff are aware of reasonable adjustments to resources and assessments.				
Website is compliant with statutory regulations	Annual website audit undertaken	Compliant website	Head of School	All stakeholders have access to the information that the school must publish	

Improving Physical Access					
Target	Strategies	Timescale	Responsibility	Success criteria	Evaluation
Ensure there is wheelchair access to all areas of the school	Consideration every time we have building work or restructuring	So we are inclusive of all our community	CFOO	All new buildings or renovations include wheelchair-accessible entrances, pathways, and facilities. Existing areas are assessed and updated as needed to ensure full wheelchair access. Compliance with accessibility standards (e.g., ramps, elevators, door widths). Positive feedback from wheelchair users regarding access to all areas.	
External surfaces	Replace uneven paving stone areas with tarmac surfaces	Safe movement of members of our community	CFOO	Uneven paving areas are fully replaced with smooth, level tarmac. Safe and easy movement for all,	

				particularly for those with mobility needs. Low no or no incidents or complaints related to tripping hazards. Positive feedback on the improved surface from the school community.	
External surfaces	Ensure all front gates are accessible in a safe way, next to the car park	Safe movement of members of our community	CFOO	All gates provide easy, safe access for all users, including those with mobility impairments. Clear signage and pathways lead to and from the gates. No incidents or feedback indicating safety concerns related to the gates.	
Visual aids	Improved and increased departmental and administrative signage around the site (larger signs placed lower down doors/walls) to aid those with visual impairment	Safe movement of members of our community	CFOO	Signs are larger, clearly visible, and placed at accessible heights for those with visual impairments. All key areas are easily identifiable with clear signage. Positive feedback from visually impaired users on the effectiveness of the signage.	
Lighting	Improve external lighting for VI pupils and visitors who are on site in the evening, especially at the front of the site by the main gate and by the sports hall	Safe movement of members of our community	CFOO	Adequate, well-distributed lighting at key areas (main gates, car parking, sports hall) to ensure visibility. No dark or poorly	

	[i.e. the main car parking spaces]			lit areas that pose safety risks for pupils, staff and visitors. Regular monitoring to ensure lights are functioning and maintained.	
Provision of height adjustable classroom surfaces and other physical adaptations	Respond to needs referenced via EHCPs.	Ensuring access to the curriculum	SENCO	Physical adaptations ensure full access to the curriculum for students with specific needs. Positive feedback from staff and students on the effectiveness of the adaptations.	