



## School Accessibility Policy and Plan - August 2025 -2028

## **Policy purpose**

This is a statutory policy which sets out E-ACTs obligations in relation to Accessibility at our School. This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in relation to Disability, of the Equality Act 2010. The directors are accountable for ensuring the implementation, review, and reporting of progress of the Accessibility Plan over a prescribed period. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act.

The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation.”

According to the Equality Act 2010 a person has a disability if:

- a) He or she has a physical or mental impairment, and
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

At Progression 2 Work we ensure we follow the Equality Act 2010 and ensure protection against discrimination, harassment, and victimisation (direct or indirect) for everyone under the nine characteristics: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity. This includes Gender Reassignment (also known as Transgender). The Accessibility Plan will be published on Progression 2Works website.

## **Definition of special educational needs**

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision were not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Our Special Educational Needs and Disabilities (SEND) and Learning Policy and Information Report outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the E-ACT Equality and Diversity Policy explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND.

This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

In order to enjoy and access a balanced, rigorous and inclusive curriculum through which children learn

Effectively, the school aims to work with the wider school community partners to:

- Promote equal opportunities for all as an inclusive school regardless of disability, race, gender, culture or religion and make reasonable adjustments to the curriculum where required to cater for the needs of all pupils.
- Set high standards and targets for all pupils including those with a disability.
- Provide a safe and secure learning environment for all pupils.
- Develop pupil collaboration and independent learning opportunities.
- Encourage feedback from pupils with disabilities, parents and or carers and ensure these are considered and implemented where appropriate.
- Make sure that all pupils are happy and fulfilled having a positive self-esteem.
- Equip all our pupils with the necessary life-skills and become literate, numerate and digitally aware in order to gain a lifelong means of communication.
- Promote positive attitudes in pupils to enable them to develop socially, morally and spiritually so that they can make the right choices to stay safe.
- To positively encourage awareness and acceptance of disability both in and out of the classroom.
- Not to treat disabled pupils less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- To plan to increase access to education for disabled pupils.

- Completion of ongoing continuing professional development for staff on disability awareness and or inclusive practices.
- Ensure that all pupils with a disability have a personal emergency evacuation plan (PEEP) and this is co-constructed with the pupil, parent/carer and any appropriate external professionals.

### **Purpose of the plan**

To reduce and eliminate barriers in accessing the curriculum and to enable full participation in the school community for pupils, prospective pupils, and adult users with a disability.

This plan sets out the proposals to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school's curriculum.
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- improving the delivery of information which is readily accessible to pupils who are not disabled.

### **Monitoring arrangements**

This policy will be reviewed every three years but may be reviewed and updated more frequently if necessary. We will update the accessibility plan annually (or sooner as necessary) and publish it on our website within policy section.

Plans will be developed through:

- Access audit and review of current activities
- Identifying and devising actions
- Setting of goals and targets which are measurable
- Consultation with staff, parents and carers, pupils and other professionals
- Publication of the plan on the school's website (template provided)
- Implementation and allocation of adequate resources
- Evaluation

### **Links with other policies**

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

- Special Educational Needs and Disabilities (SEND) and Learning Policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Health and safety policy

The school's accessibility plan is resourced, implemented, and reviewed and revised, as necessary.

Improving the physical environment

School Context.

The School is a listed building which limits changes that can be made. However the whole school is at a ground floor level and accessible. There is an accessible toilet in the medical room. The outside of the building (car park) is maintained by the landlord but again is flat and accessible.

## ACCESSIBILITY ACTION PLAN September 2025

Specific Objectives	Action	Outcome	Timescale	Responsibility	Reviewed	Evaluation June 2026
To be aware of the access needs of disabled pupils, staff, Trustees, and parent/carers.	Share key information through Individual Pupil Passports, Individual Health Care Plans, Provision Map, and Class Charts profiles.	All staff are aware of pupils' needs, including those with disabilities, and can apply appropriate support strategies to enable full curriculum access.	Autumn 1 and ongoing, as new pupils join or individual needs change.	SENDCo, Headteacher, All staff	Termly	
Ensure all pupils with a disability can be safely evacuated.	Develop and maintain Personal Emergency Evacuation Plans (PEEPs) for all pupils with identified difficulties. Provide annual training for Fire Marshals. Carry out termly drills to monitor effectiveness	All staff understand evacuation procedures tailored to individual needs. All pupils and staff with disabilities can be safely and confidently evacuated.	PEEPs reviewed from Sept 2025 and ongoing. Fire drills held termly.	Headteacher, SENDCo, Site Team, Medical Lead	Termly	



To ensure accessibility of all areas for disabled persons	Keep corridors, doorways, and entrances clear. Maintain clutter-free learning environments that support sensory regulation and visual clarity.	Pupils and staff with disabilities can move safely around the school. Learning environments support access and inclusion.	From September 2025 and ongoing	Site Team, All staff	Termly	
To continuously identify and implement site improvements that enhance accessibility for disabled users.	Conduct regular accessibility audits via Health & Safety Directors and Site Team. Develop and implement an action plan focused on accessibility improvements.	Ongoing improvements to the physical environment ensure increasing access for all users with disabilities.	From September 2025 and ongoing	Site Manager, Health & Safety Director Headteacher	Termly	

## Increasing curriculum Access

### School context:

At Progression, we are committed to ensuring that all pupils, including those with disabilities, can fully access a high-quality, inclusive curriculum. Promoting equitable access to learning is central to our ethos and practice. Many students have not had a previous inclusive experience of education and therefore we strive to ensure their experience of the curriculum is fully inclusive.

Through ongoing self-evaluation and a robust programme of continuing professional development (CPD), we develop staff expertise to meet the diverse needs of our pupils. This includes enhancing knowledge, skills, and strategies to ensure high-quality, adaptive teaching for all.

Our inclusive approach is reflected in our commitment to delivering a broad and balanced curriculum within set classrooms, where all pupils are supported to achieve their potential. We believe every child should participate fully in the wider life of the school.

To this end, all pupils — regardless of need or ability — are encouraged and supported to attend age-appropriate cultural events, enrichment activities, and educational visits. These opportunities are planned inclusively, ensuring reasonable adjustments are made so that all pupils can engage meaningfully and safely.

Specific Objectives	Action	Outcome	Timescale	Responsibility	Reviewed	Evaluation June 2026
Provide training in relation to disability issues to increase staff knowledge and confidence in delivering high quality, inclusive teaching.	Deliver personalised CPD on supporting pupils with a wide range of SEND needs, including sensory/physical, speech and language, cognition and learning, and SEMH.	Staff are confident and skilled in meeting the needs of all learners. Inclusive strategies are evident through monitoring activities. Pupils with SEND make at least expected progress.	Ongoing	SENDCo, Leadership Team	Half-termly	
Ensure progress of SEND pupils is clearly monitored and evidenced.	Track progress using internal trackers and provision map. Use Schools assessment and marking policies to monitor and inform intervention planning.	Pupil progress is visible and monitored. Interventions are responsive and tailored to pupil need. Gaps are closed effectively	Ongoing	SENDCo, SEND Team, SLT	Half-termly	
Ensure all educational visits are accessible to pupils with SEND.	Provide staff guidance on inclusive trip planning. Share IHCPs as appropriate. Vet venues and ensure risk assessments	All pupils can safely and fully participate in trips. Staff are prepared and adjustments are made proactively.	Ongoing	Trip Coordinator, SENDCo, All trip staff	Termly / as needed	

	reflect medical and access needs.					
Ensure access to PE and extracurricular activities for all pupils, including those with SEND.	Train staff to adapt PE and clubs for inclusion. Share medical and access needs with relevant staff. Share EHCPs of students who may need further adaptation.	All pupils participate in PE and extracurricular activities with appropriate adjustments in place.	Ongoing	P.E Lead, All staff, SENDCo	Termly	
Improve inclusive transition arrangements for pupils with SEND.	Enhanced transition planning (e.g. early visits, social stories, key staff handover).	Pupils with SEND experience smooth transitions with reduced anxiety and strong continuity of support.	Annually (Summer Term) and as needed	SENDCo, Heads of Year	End of Summer Term / as needed	
Ensure curriculum materials reflect diversity, inclusion, and accessibility.	Y11 students with additional needs can access careers interview by October 2025. Y7-10 prioritised according to need in Summer Term Continued adherence to the SEND Gatsby Benchmark Guide	Students with additional needs have received clear career guidance and a bespoke action plan to support aspirations.	bespoke action plan to support aspirations. Ongoing	SENDCo and Careers lead	Annually	

**Improving the Delivery of Information (including stakeholder feedback) School context:**

At Progression 2 Work, we are committed to ensuring that all pupils and stakeholders can access key information in formats that meet their individual needs. We recognise that pupils with SEND, including those with communication, sensory, or cognitive difficulties, may require information to be delivered in alternative ways to fully understand and engage with their education. The school strives to make all written and verbal communication accessible, including reports, newsletters, policies, homework instructions, and digital content. We aim to work in partnership with pupils, parents, carers, and external professionals to review how we provide information and identify opportunities for improvement. We are also developing our use of stakeholder feedback to ensure the voices of pupils and families shape our inclusive practices and communication methods. This includes the use of ICT and the ARBOR MIS system.

Specific Objectives	Action	Outcome	Timescale	Responsibility	Reviewed	Evaluation June 2026
Ensure all school communications are accessible to parents/carers with additional needs	Provide communications in a range of formats (paper, digital, large print, translated, etc.) upon request. Use clear, plain language in all written communication. Use social media platforms to communicate effectively.	All parents/carers can access and understand school information, improving engagement and trust.	Ongoing	Admin Team, SENDCo, SLT, Teachers, Support Staff, IT, Headteacher	Termly	
Make information accessible to pupils with SEND in class	Use visual aids, enlarged print, coloured overlays/paper,	Pupils with SEND can access classroom content and school-wide	Ongoing	All staff, SENDCo, Inclusion Lead. Assistant Head	Termly	

and across the school.	simplified language, and pre-teaching of key information. Use clear fonts and colours adapted for SEND needs (e.g., large print for VI, coloured overlays for dyslexia). Differentiate information for pupils with learning and speech/language needs	information in a meaningful and manageable way.		Curriculum. Curriculum Lead		
Develop inclusive use of digital platforms and online learning tools.	Ensure websites, homework platforms, and classroom apps have accessibility features (e.g., screen readers, audio instructions).	Pupils and families with specific needs can navigate digital learning and updates with confidence.	Ongoing	All staff, SENDCo, Inclusion Lead. Assistant Head Curriculum. Curriculum Lead	Termly	