CAISTER ACADEMY

Creative Education Trust

School of Literature
and Performing Arts

Accessibility Plan

September 2025 – 2028

Caister Academy

1. Purpose

The purpose of this plan is to show how Caister Academy intends, over time, to increase the accessibility of our school for disabled pupils. Caister Academy is committed to providing an environment that enables curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

2. 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. The plan will be

made available online on the school website, and paper copies are available upon request from Reception.

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. The academy works with the Local Offer in Norfolk to support pupils with a disability. Caister Academy have completed the IPSEF for Norfolk County Council and undertaking INDES assessment for individual pupils with a disability to support needs assessment and funding applications. Additionally, the school has a Service Level Agreement with CEPP to support assessment of need.

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, and governors.

3. 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.

The Accessibility Plan should be read in conjunction with the following school policies:

- SEND Policy
- SEND Information Report
- Behaviour for Learning Policy

4. **Action Plan**

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

Aim 1: Increase access to the curriculum for pupils with a disability Aim 2:
Improve and maintain access to the physical environment
Aim 3: Improve the delivery of information to pupils and parents with a disability

Aim	Current good practice	Objectives	Key Actions	Cipher	Date	Success Criteria
Increase access to the curriculum for pupils with a disability	• Our school offers an adapted curriculum for all pupils through Quality First Teaching • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum progress is tracked for all pupils, including those with a disability • Student targets are set using Student Pass- ports that are appropriate for their additional needs • The curriculum quality assured and reviewed to make sure it meets the needs of all pupils • SEND on-call is used to support learners across the curriculum • Learning Support assistants are deployed within subject areas to support accessibility to learning and the wider curriculum	To develop an ongoing pro-gramme professional devel-opment for staff to ensure that they are appropriately skilled to meet the diverse needs represented within the Caister community. Develop the use of specific resources and technology to support accessibility and enhance the provision across the four broad areas of need. Ensure student passports support planning and quality first teaching: highlighting key adaptions.	Identify training needs based on SEND register and current need. Focus training on adaptive teaching and implementation of reasonable adjustments. Audit SEND register to ensure accessibil- ity of accurate information on RA and broad areas of need. Review Student Passports to support ex- pected adjustments across the curricu- lum. Implement Curriculum Intent Accessibility Plans (CIAP) to support additional adults in the classroom. Implement seating plans using the pupil passports to ensure all teachers are aware of needs and are meeting needs of pupils with SEN.	AFR/EPR EIN/EPR/AFR AFR AFR/EPR AFR/EIN AFR	Yearly / Ongoing Termly – Sept 2025, Jan 2026, April 2026 Termly – Sept 2025, Jan 2026, April 2026 Yearly / Ongoing Termly – Sept 2025, Jan 2026, April 2026	All learners make expected progress across the curriculum. The curriculum is well adapted to meet the needs of all learners. All staff can easily identify and implement reasonable and expected adjustments. Staff have a developed understanding of how to make adaptions. Needs are reviewed using a graduated approach. Topic planning includes adaptions and are shared with additional adults.

Aim	Current good practice	Objectives	Key Actions	Cipher	Date	Success Criteria
Improve the delivery of information to pupils and the wider community with a disability	Our school uses some communication methods to make sure information is accessible. This includes: • Internal signage • Pictorial or symbolic representations • Verbal presentations and videos to support parental information	To ensure all information shared is accessible for pupils and parents with a disability. Lesson resources are shared using a variety of methods. Develop use of technology to support information sharing and access.	Audit school website to check accessibility. Develop greater use of IT to support accessibility including: • Translation of identified languages used in the school • Readability • Immersive reader • Pictorial and symbolic representations key information Use Service Level Agreement with Virtual School to develop greater use of resources for visual and hearing impairments.	RGR/HSH DSO/AFR AFR	Yearly / Ongoing Termly – September 2025, Jan 2026, April 2026 Ongoing	Both pupils and parents will access all key information and resources shared by the school. Regular visits / communication with specialist teachers when appropriate.

Aim	Current good practice	Objectives	Key Actions	Cipher	Date	Success Criteria
Improve and maintain access to the physical environment	The school site is adapted to the needs of pupils as required. This includes: • Ramps • Accessible lifts • Corridor width • Disabled parking bays Disabled toilets and changing facilities	To ensure classrooms are accessible for all to maximise learning opportunities and access to a broad curriculum. Create an inclusive timetable that takes into account reasonable adjustments. Site development plans for emerging and developing needs of students – increase accessibility classrooms on level 2. Ensure PEPs are used where accessibility concerns are identified. Implement a one-way system to ensure all classrooms are accessible.	Audit classroom environments to ensure learning opportunities are maximised for pupils with disabilities, e.g., visual impairments, hearing impairments, other SEND. Audit SEND needs to ensure timetable is inclusive Health and safety walks are conducted termly to assess and review: • Ramps • Lifts • Evacuchairs • Disabled toilets and changing facilities One way system is monitored and re- viewed to support accessibility.	ICO/EPR LSE/AFR ICO EPR	Yearly Ongoing Yearly	All classrooms are accessible. Students have PEPs to support emergency situations. The timetable is inclusive and accessible for all learners. One way system is implemented and reviewed. Future development of the site promotes inclusive practice. One way system is reviewed.