

## **Accessibility Plan 2025-2028**

### **Section 1: Vision statement**

#### Purpose of the Plan

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 full curriculum access that values and includes all pupils, staff, parents, and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

#### Definition of Disability

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

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

#### Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the proposals of the Governing Body of our school 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 curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- 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 to disabled pupils of information, which is provided in writing for pupils who are not disabled.

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Equality Objectives
- Equality Policy
- Staff Development Handbook
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Policy
- Academy Development Improvement Plan

The Academy's complaints procedure covers the Accessibility plan.

#### Staff Development

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

#### Plan Availability

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the front office

#### Review and Evaluation

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Caister Academy will address the priorities identified in the plan.

The plan is valid for three years 2025-2028. It is reviewed annually.

Date: 01/12/2025

Next review date: 01/12/2026

## Section 2: Aims and Objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

Aim	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability.	To develop an ongoing programme professional development for staff to ensure that they are appropriately skilled to meet the diverse needs represented within the Caister community.	<p>Identify training needs based on SEND register and current need.</p> <p>Focus training on adaptive teaching and implementation of reasonable adjustments.</p> <p>Audit SEND register to ensure accessibility of accurate information on RA and broad areas of need.</p>	<p>AFR/EPR</p> <p>EIN/EPR/AFR</p> <p>AFR</p>	July 2026	<p>All learners make expected progress across the curriculum.</p> <p>The curriculum is well adapted to meet the needs of all learners.</p> <p>All staff can easily identify and implement reasonable and expected adjustments.</p> <p>Staff have a developed understanding of how to make adaptations.</p>
	Develop the use of specific resources and technology to support accessibility and enhance the provision across the four broad areas of need.	<p>Investment in diagnostic tools to improve identification of pupils.</p> <p>Review Student Passports to support expected adjustments across the curriculum.</p>	<p>AFR/EPR</p> <p>AFR/EPR</p>	Dec 2026	Needs are reviewed using a graduated approach. Topic

Improve the delivery of information to pupils and the wider community with a disability		Implement Curriculum Intent Accessibility Plans (CIAP) to support additional adults in the classroom.	AFR/EIN		planning includes adaptations and are shared with additional adults.
		Implement seating plans using the pupil passports to ensure all teachers are aware of needs and are meeting needs of pupils with SEN.	AFR/SSH		Pupil feedback identifies positive aspects of modified resources/materials across the curriculum.
	Ensure student passports support planning and quality first teaching: highlighting key adaptations.	To ensure all information shared is accessible for pupils and parents with a disability.	RGR/HSB	Mar 2027	
		Lesson resources are shared using a variety of methods.	DSO/AFR	July 2027	Both pupils and parents will access all key information and resources shared by the school.
		Develop use of technology to support information sharing and access		AFR	July 2028

					Regular visits / communication with specialist teachers when appropriate.
Improve and maintain access to the physical environment.	<p>To ensure classrooms are accessible for all to maximise learning opportunities and access to a broad curriculum.</p> <p>Create an inclusive timetable that takes into account reasonable adjustments.</p> <p>Site development plans for emerging and developing needs of students – increase accessibility classrooms on level 2.</p> <p>Ensure PEPs are used where accessibility concerns are identified.</p> <p>Implement a one-way system to ensure all classrooms are accessible..</p>	<p>Audit classroom environments to ensure learning opportunities are maximised for pupils with disabilities, e.g., visual impairments, hearing impairments, other SEND.</p> <p>Audit SEND needs to ensure timetable is inclusive</p> <p>Health and safety walks are conducted termly to assess and review:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Lifts</li> <li>• Evacuachairs</li> <li>• Disabled toilets and changing facilities</li> </ul>	<p>ICO/EPR</p> <p>LSE/AFR</p> <p>ICO</p>	July 2028	All classrooms are accessible. Students have PEPs to support emergency situations.

		One way system is monitored and re- viewed to support accessibility.	EPR		<p>The timetable is inclusive and accessible for all learners.</p> <p>One way system is implemented and reviewed.</p> <p>Future development of the site promotes inclusive practice. One way system is reviewed.</p>
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### Section 3: Access Audit

Feature <i>For example:</i>	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	The school is on one storey. Steps are required to access main part of the school from reception.	Lift already in place. Annual maintenance checks to occur.	ICO	Yearly
Corridor access	All corridors are accessible for wheelchairs and wide enough for manoeuvre.	Health & Safety Learning walks carried out termly to ensure that areas remain clear and accessible.	ICO, GCO	Termly
Lifts	Small lift in main corridor	Annual maintenance checks to occur.	ICO	6 monthly

	Passenger lift in main corridor	Annual maintenance checks to occur.	ICO	6 monthly
	Small lift in sports hall corridor	Annual maintenance checks to occur.	ICO	6 monthly
Parking bays	Disabled parking bay available at front of school and at the sports hall entrance	Monitor use. Additional bays to be allocated if required.	ICO, Facilities Team	Ongoing
Entrances	Main entrance accessible.	Monitored, check for accessibility.	ICO, Facilities Team	Ongoing
Toilets	Disabled toilet available in West link corridor and Sports hall corridor	Regular checks for accessibility, cleanliness and damage.	ICO, Facilities Team	Ongoing
Internal signage	Signage around the school is clear.	Monitored regularly	ICO, Facilities Team	Ongoing

Feature <i>For example:</i>	Description	Actions to be taken	Person responsible	Date to complete actions by
Emergency escape routes	All labelling is displayed correctly throughout the School. All emergency lighting is working correctly and checked regularly	Continue to ensure signs are maintained. Emergency lighting is checked monthly	ICO, Facilities Team	Ongoing
	Fire evacuation plan in place and communicated.	Reviewed at least yearly.	ICO, Facilities Team	Yearly