



SEND Accessibility Plan

Churchill Park Academy



POLICY	SEND Accessibility Plan
STATUS/DATE OF THIS VERSION	March 2026
APPROVED BY	Board of Trustees
RATIFIED BY	Board of Trustees – July 2026
REVIEW	March 2029

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1. 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.

At Churchill Park Academy I, we are committed to meeting the need all pupils and aim to minimise barriers to learning so that all pupils feel valued and achieve their potential. We adopted a whole school approach to Special Educational Needs and Disabilities.

The plan will be made available online on the school website, and paper copies are available upon request.

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 school engages regularly with the Norfolk Local Authority and the Unity Education Trust.

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.

2. 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.

This policy complies with our funding agreement and articles of association.

3. Action plan.

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	- Each pupil's EHCP is central to curriculum design - Outcomes directly inform planning, provision and assessment - Personalised Learning Goals (PLGs): - Set from EHCP outcomes - Broken down into achievable, measurable steps - Reviewed regularly to ensure progress - Learners are taught through clearly defined pathways: - Pre-formal pathway (sensory, engagement, early communication) - Semi-formal pathway (developing independence, communication, early cognition)		- Ensure learning is personalised, inclusive and promotes independence - Strengthen the link between EHCP outcomes → PLGs → daily teaching - Ensure all pupils access a sequenced, meaningful curriculum appropriate to their pathway - Maintain high expectations for progress, independence and engagement	- Regular review of EHCP outcomes and PLGs - Ongoing staff training on: - Pre-formal, semi-formal and formal curriculum delivery - Communication strategies (e.g. total communication approaches) - Adaptive teaching for complex needs Monitoring: - Learning walks focused on accessibility and engagement - Work scrutiny and assessment tracking Development of curriculum resources: - Fully accessible (visual, sensory, simplified) - Reflecting real-life and functional learning Close collaboration with: - Therapists - External professionals	Class Teachers Senior Leadership Team (SLT)	Pathway monitoring happens every term with feedback given to staff as needed,	- All pupils access learning matched to their EHCP outcomes - PLGs show clear progression over time - Pupils demonstrate: - Increased engagement - Improved communication - Greater independence - Staff confidently deliver pathway-specific teaching

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	• Formal pathway (subject-specific learning adapted to need) • Pathways are: • Carefully matched to pupils' cognitive, communication and sensory profiles • Flexible, allowing movement between pathways where appropriate • High levels of adult support ensure access for all pupils • Use of: • Visual supports • Structured routines • Communication systems (including AAC where appropriate)						
Improve and maintain access to the physical environment	• School is fully on one level (single-storey building) • No ramps required		Ensure the environment continues to meet complex physical and sensory needs	Regular site audits and learning walks to review accessibility Ongoing adaptation of spaces based on pupil cohort needs	Site Staff Class Teachers	Termly Termly	All pupils can safely access all areas of the school Environment supports:

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	• Easy and safe movement across all areas • Environment is designed around pupil needs, including: • Sensory-friendly classrooms • Low stimulation spaces where required • Dedicated quiet and regulation areas Physical access supports: • Wheelchair users • Pupils with mobility needs • PEEPs (Personal Emergency Evacuation Plans) are in		Provide spaces that support: • Regulation • Communication • Engagement	Sensory audits carried out for individual pupils where appropriate Liaison with: • Occupational therapists • Physiotherapists Planning ahead for: • New pupils • Changing needs of current pupils	Senior Leadership Team (SLT)	As required Summer Term (new starters in September) / ongoing for current pupils	• Regulation and emotional wellbeing • Physical independence Adaptations are proactive rather than reactive

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	place where required Specialist equipment used where needed (e.g. seating, sensory resources)						
Remove barriers to communication for pupils, staff, parents and carers	A total communication approach is embedded across the school Communication methods include: • Visual timetables • Symbols and Widgit • Objects of reference • AAC systems Staff adapt communication to pupil need: • Verbal • Visual • Sensory • Augmentative Information is adapted for families where needed:	Ensure communication is accessible, consistent and inclusive for all Support both pupils and families to engage fully with school life	Continued staff training on: • Communication strategies • AAC and symbol use • Supporting non-verbal pupils Development of consistent communication systems across school Review and adapt: • Classroom signage • Whole-school visuals Work with external advisors (e.g. speech and language therapists) Ensure all parent communication is: • Clear • Accessible • Responsive to need	Class Teachers SLT Pastoral team	Continued staff training on: • Communication strategies • AAC and symbol use • Supporting non-verbal pupils Ongoing Development of consistent communication systems across school Review and adapt: • Classroom signage • Whole-school visuals Summer 26	Pupils can communicate effectively using their preferred method Reduction in communication barriers Families feel: • Informed • Included • Supported Work with external advisors (e.g. speech and language therapists) Ensure all parent communication is: • Clear • Accessible • Responsive to need	

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	- Simplified written communication - Verbal explanations - Additional time for processing Strong relationships with families support understanding and engagement						
Improve access to technology	Use of: - Tablets - Interactive whiteboards - AAC and switch devices		Ensure all learners can access technology to support learning and communication	Ensure sufficient devices for all pupils Train staff in effective use of assistive technology	Class Teachers Senior Leadership Team (SLT)	Technology audit - Review availability of devices (tablets, AAC, switches) – September 2026 Staff development - Training in assistive technology Autumn 2026 Implementation - Allocate devices based on need – by December 2026	Pupils independently access appropriate technology Technology supports both communication and learning

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						Monitor usage and impact – termly from Spring 2027	

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

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the school's senior leadership team and the central team from Unity Education Trust if required.

It will be approved by the headteacher and the Unity Education Trust].

5. Links with other policies

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

- Risk Assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special Educational Needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy