



City of Derby Academy

Accessibility Plan 2025 - 2027

Revision History

| Version | Date | Author | Summary of changes |
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| 1 | 07/03/26 | A Scanlon | Page 5 – Physical environment facilities updated Page 6 – Information updated to reflect the use of Medical Tracker alongside Arbor and Edukey. Pages 7,8,9 – Current action plan updated. |

This Accessibility Plan will be published on the school/academy website and should be read in conjunction with the following school policies: Behaviour Policy, Curriculum Policy, Emergency Plan, Equal Opportunities Policy, Health and Safety Policy, Academy Improvement Plan, Special Educational Needs Policy.

Introduction

Schools/academies are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which children and young people with disabilities can participate in the curriculum
- Improve the physical environment of the school/academy to enable children and young people with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to children and young people with disabilities

Our school/academy aims to treat all its children and young people fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Key Principles

All disabled children and young people should have equal access to education.

The school/academy has adopted this Accessibility Plan in line with the school/academy's Special Educational Needs (SEND) policy with the aim of ensuring that our school/academy is socially and academically inclusive, that all children and young people have access to a full curriculum, and that all children and young people are appropriately challenged and/or supported.

This plan will run from September 2025 to September 2027.

This Accessibility Plan provides an outline of how the school/academy will manage this part of the SEND provision. Please refer to our Special Educational Needs Policy for an outline of our full provision to support children and young people with SEND. This can be found on the school/academy website.

The table below is based on our current assessment of accessibility for children and young people with SEND. It sets out priorities across the school/academy in a number of areas and the relevant timescales for action to increase accessibility for children and young people with SEND.

Progress on these measures will be updated annually and reported to the local governing body.

Aims and Objectives

- To ensure all students, including those with SEND and disabilities, have full access to a broad, balanced and ambitious curriculum.
- To identify and remove barriers to learning, participation and achievement.
- To promote equality of opportunity and foster an inclusive culture across the school community.
- Develop the systems and communication between all stakeholders in providing this curriculum in an appropriate and adapted manner

- To work in partnership with students, parents, staff and external agencies to anticipate and meet accessibility needs.
- To ensure staff receive the training, resources and confidence they need to support students with a wide range of SEND and disabilities.
- Develop the technology children and young people have access to to support their learning both at school/academy and at home
- To ensure Children and young people's voice plays a key part of the way we adapt and provide for children and young people with disabilities

Responsibilities

City of Derby Academy recognises it has a statutory duty to identify and support children and young people with disabilities.

Board of Trustees will:

- Uphold and review the principles of the Equality Policy
- Monitor that all children and young people have equal opportunities to engage and learn, with support provided as appropriate and reasonable
- Ensure that persons with disabilities are supported with individual provision as appropriate and reasonable in order that they can carry out their work effectively without barriers.

Senior Leadership Team will:

- Ensure that the principles of the Equality Policy are upheld in practice
- Provide appropriate resources to support children and young people with disabilities
- Ensure that appropriate and reasonable adjustments to facilities and practice are made to accommodate children and young people with disabilities where necessary

All Staff will:

- Ensure that all children and young people have equal opportunities to engage and learn, with support provided as appropriate and reasonable

Physical Environments –

- Designated accessible parking spaces with drop kerbs and level access to the pedestrian walkway are available on site.
- Accessible entrances include automatic opening doors into reception and again into the main school building, supporting wheelchair users and those with mobility impairments.
- The site has been audited as having disability parking and good accessibility for finding and reaching the entrance, confirming easy access for visitors with mobility needs.
- From reception all corridors are wide, level and easily navigable.
- There is a lift in ensuring students, staff and visitors with physical disabilities can access upper floors.
- Call points are located at each stairwells. These spaces are:
 - large enough to accommodate at least one wheelchair,
 - equipped with an emergency voice communication system,
 - tested regularly in line with guidance
- The school has Evac Chairs and Res-Q-Mats to provide safe evacuation for students, staff and visitors who cannot use the stairs in an emergency.
- The school provides nine disability-accessible toilets (located around the building on both floors) and a fully equipped changing facility with electric tracking hoist and height adjustable couch, ensuring students with physical disabilities or health needs can manage personal care on site.
- All outside areas used for break times are level and accessible.
- Outside PE areas are accessible via a ramp.
- The school provides height adjustable furniture to ensure any students, staff and visitors with physical disabilities can access an appropriate workspace

The Parent – Teacher Partnership

On initial admission into school, parents and carers will be asked about their child's medical needs which will be recorded on the child's file. Our Year 6 transition team will gather information on these needs from the primary school and will use their advice to plan the provision for the child as they enter secondary school.

Any noted specific medical requirements or medication will be discussed with the parent and recorded in more detail on Arbor, Edukey and Medical Tracker. Information will be reviewed regularly and where necessary children will have a health care plan which will be shared with the appropriate staff.

We will consult with parents if medical situations change or new concerns present themselves or if personal circumstances change.

Please see the 'Supporting pupils with Medical Conditions' policy.

Exams and Access Arrangements

Over the course of key stage 3, we will collate evidence of where children require significant additional support in assessment and exams. If the evidence suggests a substantial and long-term issue, then we will prepare an application for access arrangements for their exams. The evidence will be assessed at the end of year 9 and the application processed in year 10. The evidence over key stage 3 and from primary school will allow us to paint a picture of need and their normal way of working.

Access arrangements can include a reader, a scribe, a laptop, rest breaks, access to a mobile phone for medical purposes and/or extra time. The arrangements applied for will depend on the student's individual needs that have been apparent across their time in school.

Where a child has an Educational Health Care Plan or a letter confirming a disability, exams arrangements will be made according to their usual way of working.

Inclusion & Equality

We absolutely believe that all children and young people should have a full, broad and balanced curriculum and are given an opportunity to have a breadth of experiences. It is the responsibility of all staff to ensure that children and young people are supported and challenged as appropriate to their individual need.

Action Plan

| Aim | Actions | Person Responsible | Date to complete actions by | Success Criteria |
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| Curriculum Increasing the extent to which students with disabilities can participate in the curriculum. | Provide training for staff on skills and knowledge in supporting students with SEND and their welfare in the classroom. | SENCO | Staff meetings / briefings through the year. | All staff awareness of students with disabilities |
| | Curriculum progress is tracked for all pupils, including those with a disability. All targets are set effectively and are appropriate for students with additional needs. | Deputy Head (Teaching and Learning) & Heads of Faculties | Ongoing | Student outcomes |
| | Ensure any students with a disability are clearly identified on Arbor, EDUkey and Medical Tracker. Ensure any students with identified SEND needs are clearly identified on Arbor and Edukey. Ensure all students with identified additional needs have a Pupil Passport available to all staff on Edukey, reviewed termly. | SENCO /Deputy SENCO/SEND and Safeguarding Administrator | Ongoing through the academic year. | During QA staff are observed of being aware of understanding, and accommodating, the needs of students with SEND. All staff to read and familiarise themselves with the students they teach with disabilities. |
| | Appropriate use of technology to assist students with their work. Ensure any students with access requirements are clearly identified on EDUkey. | SENCO /Deputy SENCO and Heads of Faculty | Ongoing | Students who require the use of technology will be provided with it during lessons. |
| | Appropriate use of specialist equipment and resources tailored to the needs of the students who require support to access the curriculum. | Class teachers / SENCO | Ongoing | Specialist equipment will be observed being used in relevant lessons. |

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| | Creation of best practice for how to create an accessible classroom including tips for Hearing and Visually Impaired students, students with disabilities, and students with identified SEND needs through the CoDA Universal Offer and CoDA classroom code. | SENCO Deputy Head (Teaching and Learning) Assistant Head (Teaching and Learning) | Ongoing | Classrooms will be accessible to meet the needs of students with disabilities. |
| | The curriculum is reviewed to ensure it meets the needs of all students. | Deputy Head (Teaching and Learning) | Ongoing | Deputy Head (Teaching and Learning) will review the curriculum to ensure it is meeting the needs of all students. |
| Environment To improve the physical environment of school to enable students with disabilities to take better advantage of education, benefits, facilities and services provided. | Ensure visual alarms (beacons) continue to be situated in areas where those with a hearing impairment might be, where there could be excessive background noise or where hearing protection is likely to be in use for example music and design technology classrooms. | Estates SENCO | Ongoing | Evacuation procedures will be accessible staff, students and visitors with disabilities. |
| | Information around the academy is accessible through appropriate internal signage, large print resources and pictorial/symbolic representations. | Estates SENCO | Ongoing | Corridors and classrooms will be accessible to staff, students and visitors with disabilities. |
| | Ensure a suitable and sufficient fire risk assessment is in place to identify people who cannot evacuate unaided and ensure PEEPs are in place for identified staff and students. Ensure Evac chairs are positioned strategically and routinely inspected and properly maintained to ensure they are ready for immediate use at all times. Adequate numbers of staff are properly trained, competent and available during all occupied times. | Site Manager SENCO | Ongoing | An appropriate fire risk assessment is in place and reviewed annually OR whenever there is a change in circumstance. Individual PEEPs are in place and reviewed at least annually and shared with parents. Nominated staff receive termly refresher training in the use of the Evac Chair. |

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| Information Improving the availability of accessible information to students with disabilities. | Detailed Individual Health Care Plans to be written for all students with a medical condition and are available on Medical Tracker. This is to be reviewed annually by parents. Staff are informed of any changes to medical plans as applicable | SENCO/SEND and Safeguarding Administrator / Medical Officer | Annually | Students with medical needs will have an Individual Health Care Plan which has been agreed with parents and reviewed annually. |
| | Staff to consider seating plans when seating students and base on any needs. Where required, adjustable height tables will be available in all classrooms used by students who are wheelchair users. | Teaching staff Learning Mentors | At the start of the academic year and if any new students join the class or a student has a change in need. | Classrooms will be accessible to meet the needs of students with disabilities and students with identified SEND needs. |