

Airedale Academy



Accessibility Plan 2025-26

Version No:	Date Ratified:	Review Date:
1	23/10/2025	23/10/2026

Our Accessibility Plan sets out how our academy will improve equality of opportunity for disabled people. This plan sets out the academy's proposals to increase access to education for disabled pupils in the following three areas:

1. Increasing the extent to which disabled pupils can participate in the curriculum.
2. Improving the physical environment of the academy to enable disabled pupils to take better advantage of education and associated facilities and services.
3. Improving the availability of accessible information to disabled pupils.

The preparation of the Accessibility Plan has been informed by analyses of data within the academy and its premises. It is a requirement that the Accessibility Plan is resourced, implemented and reviewed as necessary and at least annually. A copy of this plan will be published on the academy website.

1. Increasing the extent to which disabled pupils can participate in the curriculum.

Priority	Actions	Success Criteria	Timescales	Responsible Person
Staff training in SEND and inclusive practice	<ul style="list-style-type: none"> • SENDCo identifies training needs and implements targeted programmes. • Regular INSET and staff meetings include updates on SEND, adaptive and responsive teaching, and access strategies. • Liaise with external agencies for specialist training. 	<ul style="list-style-type: none"> • Staff demonstrate improved understanding and confidence in supporting SEND pupils. • Learning walks show staff 'Know who, Know how' and apply adaptive and responsive teaching strategies in their lessons. 	Ongoing; reviewed termly	SENCo
Support staff training for physical and learning disabilities	<ul style="list-style-type: none"> • TAs and support staff receive training in specific interventions (e.g., mobility support, communication aids). • Regular review of individual pupil needs to inform training. 	<ul style="list-style-type: none"> • Pupils with physical or learning disabilities are appropriately supported in lessons. • Improved engagement and progress recorded. 	Ongoing; reviewed termly	SENCo
Administration of medication	<ul style="list-style-type: none"> • Identify trained personnel for medication administration. • Develop Individual Health Plans (IHPs). • Liaise with Health Authority for training as needed. 	<ul style="list-style-type: none"> • Pupils' education is uninterrupted. • Staff comply with safety and legal requirements. 	Ongoing; reviewed termly	SENCo
Accessible visits	<ul style="list-style-type: none"> • Consider disabled pupils' needs in planning. • Provide risk assessments and reasonable adjustments (parent support, transport, reduced walking). 	<ul style="list-style-type: none"> • All pupils participate fully in trips. 	Ongoing; reviewed termly	SENCo
Toileting and care needs	<ul style="list-style-type: none"> • Provide suitable equipment and private facilities. • Train staff on support strategies. 	<ul style="list-style-type: none"> • Pupils' dignity and independence maintained. • Staff confident in providing care. 	Ongoing; reviewed termly	SENCo

Early identification of SEND	<ul style="list-style-type: none"> Implement screening and referral systems. Work with parents and external agencies for early assessment. 	<ul style="list-style-type: none"> Pupils receive timely interventions. Minimal disruption to learning. 	Ongoing; reviewed termly	SENCo
Access to technology	<ul style="list-style-type: none"> Provide assistive technology (e.g., speech-to-text, screen readers). Train pupils and staff in adaptive software. 	<ul style="list-style-type: none"> Pupils complete curriculum tasks independently. 	Ongoing; reviewed termly	SENCo

2. Improving the physical environment of the academy to enable disabled pupils to take better advantage of education and associated facilities and services.

Priority	Actions	Success Criteria	Timescales	Responsible Person
Accessibility of common areas	<ul style="list-style-type: none"> Maintain clear pathways and accessible parking. Ensure ramps, handrails and lifts are functional. Evacuation procedures for disabled people rehearsed at least annually. 	<ul style="list-style-type: none"> All areas navigable by pupils, staff, visitors. Emergency procedures safe and effective. 	Ongoing; reviewed termly	SENCo
Classroom organisation	<ul style="list-style-type: none"> Review layout and furniture to maximise access. Provide specialist equipment where needed. 	<ul style="list-style-type: none"> Pupils with disabilities move and work independently. 	Ongoing; reviewed termly	SENCo
Individual Health Plans for physical disabilities	<ul style="list-style-type: none"> Ensure supervision, safety, and access at break/lunch times. 	<ul style="list-style-type: none"> Staff follow IHPs consistently. Pupils' needs met across activities. 	Ongoing; reviewed termly	SENCo
Timetable and room allocation	<ul style="list-style-type: none"> Prioritise pupils with physical disabilities for ground-floor rooms. Ensure lifts available as needed. 	<ul style="list-style-type: none"> Timetable supports equality of access. 	Each timetable review (annually/termly)	SENCo
Seating plans	<ul style="list-style-type: none"> Provide guidance on optimal seating for disabled pupils 	<ul style="list-style-type: none"> Pupils access learning without barriers 	Ongoing; reviewed termly	SENCo
Outdoor and recreational access	<ul style="list-style-type: none"> Ensure playgrounds, sports facilities, and 	<ul style="list-style-type: none"> Pupils participate in all physical activities. 	Ongoing; reviewed termly	SENCo

	outdoor learning areas are accessible.			
--	--	--	--	--

3. Improving the availability of accessible information to disabled pupils.

Priority	Actions	Success Criteria	Timescales	Responsible Person
Exam access arrangements	<ul style="list-style-type: none"> Use qualified assessors to test students. SENDCo and Exams Officer arrange access timely. 	<ul style="list-style-type: none"> Pupils receive appropriate accommodations. Exam access needs met without delay. 	Per exam cycle; reviewed annually	SENCo
Governance awareness	<ul style="list-style-type: none"> Accessibility Plan and Equality Statement reviewed annually by governors. 	<ul style="list-style-type: none"> Governors knowledgeable and accountable. 	Ongoing; reviewed termly	Headteacher
SLT and premises review	<ul style="list-style-type: none"> Accessibility included in SLT and site management meetings. 	<ul style="list-style-type: none"> Accessibility improvements identified and acted on. 	Ongoing; reviewed termly	SENCo
Communication support	<ul style="list-style-type: none"> Provide support for pupils with hearing, speech, or visual impairments (e.g., interpreters). 	<ul style="list-style-type: none"> Pupils and parents fully participate in communication. 	Ongoing; reviewed termly	SENCo

Review and Monitoring

- Reviewed annually by SENDCo, SLT, and governors.
- Termly monitoring ensures actions are progressing.
- Feedback from staff, pupils, and parents informs updates.