

Accessibility Plan

2025-2028

Introduction

South Axholme Academy strives to be a welcoming, inclusive and accessible environment for all students, staff, parents and visitors. It is our aim to remove, as far as we can, barriers which make it hard for disabled children and adults to take part in the day-to-day life of the academy and benefit from the education we provide.

This accessibility plan sets out measures being taken to improve access for disabled students across the academy, in accordance with the duties set out under the Equality Act 2010. It covers the following three key areas in relation to improving accessibility and inclusion for disabled students:

- Access to the physical environment
- Access to information
- Access to the curriculum

The plan will be updated every three years and will be kept under annual review by the Senior Leadership Team and governing body, and revised as necessary. The accessibility plan will be made available to view on the school website.

Physical Access

Targets	Strategies	Frequency	Responsibility	Success Criteria
Physical access to the academy is fully informed by relevant data on access needs.	Gather data around physical access needs at the point each child is enrolled at the academy.	Annually and for in-year admissions	CC/LS	Individualised, relevant and current information is gathered and shared as required so that all needs are met.
	Create access plans for individuals as required.	As required	CC/LS	
	Send annual messages to parents/carers inviting them to highlight any problems with students' physical access to the academy.	Annually and for in-year admissions	CT	
	Include the accessibility plan as part of the induction programme for new staff.	As required	LJ	
All stakeholders can safely access academy buildings (safeguarding checks permitting).	Regularly check to ensure no physical obstructions to site access.	Daily	Site staff	All visitors can access the site safely and easily.
	Regularly check exterior lighting to ensure safe access to the site.	Daily	Site staff	
	Complete routine checks on accessible infrastructure (e.g. handrails, ramps, signage) to ensure it remains in good condition.	Termly	Site staff	

All persons on site can be safely evacuated in the event of an emergency.	<p>Implement a personal emergency evacuation plan for all disabled students and staff.</p> <p>Ask visitors on arrival to site to notify if they require assistance with evacuation in the event of an emergency.</p>	As required	CC/LS	All students, staff and visitors to site are safe and supported to exit the building quickly in case of emergency.
The academy's Fire Safety audit includes consideration of access needs.	Ensure staff are fully trained and aware of their duties.	Ongoing	SH/RL	All staff and students have safe exits from the academy in the event of fire or emergency.
	Regularly check fire safety and evacuation equipment and replace any defective equipment.	Termly	Site staff/SH	
The building is accessible and compliant in line with the Equality Act as far as possible.	Ensure that any building or maintenance works are fully compliant with the Equality Act in relation to access e.g. ramps, toilets etc.	As works are undertaken	SH/RL	The site is fully accessible and easily travelled by all students, staff and visitors.

Access to Information

Targets	Strategies	Frequency	Responsibility	Success Criteria
The academy website is fully compliant with statutory regulations on accessibility.	Audit website regularly to ensure compliance with best practice (e.g. use of alt text, documents in accessible formats)	Annual	SS/MS/SH	Website is fully accessible to all students, parents and other stakeholders.
Improve awareness of alternative formats and support for sharing information	<p>Use a variety of formats for communication with students and parents, including SMS, email, student-post etc.</p> <p>Issue an annual reminder to parents/carers that the academy can provide communication in large print, hold meetings via telephone/Teams etc. as needed to support accessibility.</p> <p>Check that correspondence sent home is accessible e.g. large print, translated to home language, etc.</p>	<p>Ongoing</p> <p>Annual</p> <p>Ongoing</p>	SH /CC/ LS/CT	All parents/carers are aware of alternatives available and how these can be accessed
Information in all SEND reviews is accessible to all stakeholders.	Provide a choice of formats for students' parents/carers to input on reviews e.g. written response, electronic response etc.	Ongoing	LS	Parents/carers have choices about how they are communicated with and how they can provide their points of view.

Access to the Curriculum

Targets	Strategies	Frequency	Responsibility	Success Criteria
Curriculum is adjusted to ensure fair access for all students.	Consider the needs of all students in the academy when planning lessons and adjust resources accordingly (e.g. text size, paper colour, writing equipment, classroom position etc.)	As required in response to student need	LS/LJ	All students can access the curriculum provided.
	Use relevant student data to inform effective planning and delivery which meets access needs.	Ongoing		Staff understand the needs of students within their classes and can access relevant data.
	Utilise 'Class on a Page' documentation providing an overview of access needs within each class.	Ongoing		Staff feel well supported to implement support measures for students with access needs.
	Use regular CPD to enhance staff understanding of best practice for supporting access for disabled students.	On-going		
	Ensure consideration of access implications before new technology is introduced into lessons.	Ongoing		
	Embed consideration of access needs within trips policy.	Ongoing		

<p>Teaching and learning and wider academy environment supports students with access needs</p>	<p>Promote an ethos of inclusion, acceptance, patience and understanding.</p> <p>Implement specific staff development with support from external agencies (Speech and Language Therapy Team) as required.</p> <p>Issue regular reminders to students on importance of keeping classrooms accessible (e.g. keeping aisles clear of bags, quiet classrooms).</p> <p>Consider access needs during timetabling / classroom allocation process.</p> <p>Promote walking rule across the academy and ensure early exit from classes for those who need it.</p> <p>Understand accessibility of medication and needs in specialist subjects e.g., PE, Food Tech and Science activities.</p> <p>Ensure access to quiet spaces for all students who require them.</p>	<p>Ongoing</p> <p>As required</p> <p>Ongoing</p> <p>Annual</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>LS / RK / SLs</p>	<p>Progress confirmed by observations and formal assessment.</p> <p>Affected students can access activities.</p> <p>Students have good awareness of available support and their own role in maintaining accessibility across the academy.</p>
<p>Ensure all students can access public examinations and statutory assessments</p>	<p>Ensure access arrangements in place for all students who require and are eligible for support, meeting needs identified in testing (e.g. readers, separate rooming, laptops, etc.).</p>	<p>For all exam/ assessment series</p>	<p>CC / LS / DL</p>	<p>All students can fully access all exams and statutory assessments</p>

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