



Accessibility Plan 2025-28



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1. Aims and values

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 Trust aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our Trust has developed a vision, mission and values that are consistent with the Equality Act 2010: -

- Our vision is to inspire all (children, colleagues, parents) to be happy and become the best they can possibly be.
- Our mission is to accelerate progress and educational attainment, build effective social skills, broaden experiences for children in order to raise aspirations for all on the journey ‘towards better outcomes’.
- Our values are to: -
 - Respect – we will treat all with respect.
 - Excellence – we will strive for excellence in all that we do and drive up standards and deliver outstanding teaching and support.
 - Enthusiasm – we will enthusiastically encourage, support and help all to be the best they can possibly be.
 - Working Together – we will work together and with partners, parents and the community to inspire our pupils and each other.
 - Belief – we believe that every child has intrinsic value, is capable of changing and growing and is naturally motivated to learn.
 - Safe – we will deliver a learning environment that is positive, happy and where children feel safe and able to learn.
 - Resilience – we will be innovative and adaptable to change to meet the needs of our pupils and the development of our colleagues.

Our Trust is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The Trust supports any available partnerships to develop and implement the plan.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents/carers, staff, academy committee members and directors.

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

The Norfolk Accessibility Self Evaluation Framework has been used as a tool to support us in determining the accessibility of our offer. The outcomes from this process have been used to write our accessibility plan.

Reffley Academy accessibility plan can be found at Appendix 1.

The plan is split in to 5 sections: -

Relationships	Curriculum	Training	Environments	Transitions
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This action plans sets our aims in accordance with the Equality Act 2010.

4. Policy availability and raising a concern

This plan will be made available online on the academy websites, and paper copies are available upon request.

Our Trust’s complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in the academies within the Trust, the complaints procedure sets out the process for raising these concerns.

5. Monitoring arrangements

This document is reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the CEO. It will be approved by board of directors.

6. 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 reports – Reffley Academy
- SEND policy
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility action plan – Reffley Academy

1. Relationships				
Aim - To improve relationships with pupils with a disability and their parents/carers				
Current good practice in our academies: -				
<ul style="list-style-type: none"> We actively listen to the voice of child and young person (CYP) and respond by planning together Communications are open, useful, easy to understand and timely We are knowledgeable about individual CYP and their parents/carers We do what we say we will do We have effective inter-agency, colleague, and wider staff relationships and this is evident in our setting culture 				
Objective	Action	Person responsible	Completion date	Success criteria
To capture and respond to the voice of all pupils through, for example, meeting minutes, reviews and One Page Profiles	<ul style="list-style-type: none"> SENCO to continue to develop the use of One Page Profiles to capture the voice and accessibility requirements of pupils with a disability. These One Page Profiles are shared with all relevant staff. SENCO to ensure staff can identify a range of ways to capture pupil's voice including play-based strategies, visuals, widgit symbols, photos/video recordings and drawings. 	SENCO	September 2026	<ul style="list-style-type: none"> All pupils have a voice that is listened to and acted upon. Environment is collaborative and inclusive. All pupils have their individual needs met by identifying and sharing what is important to them. All pupils have the opportunity to have an active role and say in the decisions that affect them in their education and schooling.
To capture and respond to parent/carer voice within the graduated response process.	<ul style="list-style-type: none"> SENCO and class teachers ensure parents are part of the graduated response approach, recording parents voice on APDR SEN support plans. Staff work in close partnership with parents to identify needs, plan support, implement interventions, and review progress. 	SENCO Class teachers	Ongoing	<ul style="list-style-type: none"> Parents are seen as essential partners who know their child best, and their views are actively sought and taken into account to ensure the provision is effective.

2. Curriculum

Aim – To increase access to the curriculum for pupils with a disability

Current good practice in our academies: -

- Our academy offers a differentiated curriculum for all pupils, so pupils can access learning in the way that enables them to engage and progress
- We use resources tailored to the needs of pupils who require support to access the curriculum
- Curriculum resources include examples of people with disabilities
- Curriculum progress is tracked for all pupils, including those with a disability
- Targets are set effectively and are appropriate for pupils with additional needs
- The curriculum is reviewed to make sure it meets the needs of all pupils
- Our curriculum is planned to be aspirational, relevant and well-planned both in and outside the classroom
- We aim to develop independence and prepare pupils for their next stages in life and learning

Objective	Action	Person responsible	Completion data	Success criteria
To differentiate and personalise the way we deliver RSHE to ensure it is accessible for all pupils.	<ul style="list-style-type: none"> • RSHE Lead to review curriculum content to ensure it is tailored to meet the specific needs of pupils with a disability. • Class teachers recognise some pupils need a bespoke curriculum and consider their developmental stage when planning teaching. • Class teachers to deliver lessons on: - <ul style="list-style-type: none"> ○ Differences ○ How pupils can support others 	Class teachers (through planning) PSHE lead	Ongoing	<ul style="list-style-type: none"> • We are sensitive to the needs of all our pupils and our approach to teaching RSHE reflects this. • Through discussion and in their interactions with others, pupils demonstrate that they have an understanding of the needs and disabilities of others around them and appreciate ways in which they can support peers with needs and disabilities.
To ensure that the curriculum is accessible to all pupils.	Leaders to review the use of resources and consider whether they are used effectively to support all pupils.	Headteacher SENCO Class teachers	Ongoing as and when the need arises	<ul style="list-style-type: none"> • Curriculum resources are available to support specific needs. • All pupils are involved fully in the curriculum.

3. Training				
Aim – To ensure we have a well-trained workforce, able to meet the needs of all pupils including those pupils with a disability				
Current good practice in our academies: -				
<ul style="list-style-type: none"> We have a knowledgeable staff team with expertise in SEND Staff have knowledge and understanding to be able to build accessibility requirements into their planning Staff access regular professional development opportunities and use this knowledge to improve provision and experiences for all pupils We have identified gaps in training and have plans to address these gaps Our leadership team know where to access advice, support and training We understand the importance of early intervention and the crucial role that we play 				
Objective	Action	Person responsible	Completion date	Success criteria
To ensure that staff receive training and knowledge to support children with specific needs.	Appropriate training to be sought and provided as required for specific disabilities and or medical conditions.	SENCO in conjunction with appropriate outside agencies	Ongoing	Staff are confident in fully supporting pupils with specific needs.
To ensure that interventions are appropriate, proportionate and evidence-based	<ul style="list-style-type: none"> SENCO to monitor impact of interventions, what is working well and what needs to change SENCO to work closely with all staff to develop ways to effectively measure impact of interventions 	SENCO Class teachers Support staff	Ongoing and reviewed termly	<ul style="list-style-type: none"> We use a range of evidence-based interventions to achieve positive learning outcomes for all pupils. We assess prior knowledge, provide targeted instruction, support social-emotional learning, and use data to inform decisions and track progress.
4. Environments				
Aim – To improve and maintain access to the school environment				
Current good practice in our academies: -				
<ul style="list-style-type: none"> The environment is adapted to the needs of pupils as required. This includes corridor width, disabled parking bays, disabled toilets and changing facilities, library shelves are at wheelchair-accessible height We promote independence through appropriate adaptations Our learning environments are – welcoming; organised; foster a desire to learn; enable outdoor learning and regular physical activity We have made specific adaptations to the physical environment in response to individual pupil’s needs such as yellow paint on access steps 				

Objective	Action	Person responsible	Completion date	Success criteria
<p>To audit the environment annually and in response to changing cohorts, considering visual, auditory and sensory aspects as well as the physical environment.</p>	<ul style="list-style-type: none"> • When selecting colours/patterns, the needs of children with medical conditions, e.g. epilepsy, or with visual impairments are considered. • School will complete internal audits and work alongside professionals such as Virtual School Sensory Support, Occupational Therapists, Physiotherapists and Dyslexia Outreach Service. • Ensure teachers understand how they can make visual adaptations for pupils with a vision impairment (VI) include providing high-contrast, large-print, or braille materials, using assistive technology like magnifiers and screen readers, and ensuring appropriate classroom lighting. • Ensure teachers understand how they can adapt the physical environment with plain backgrounds and tactile markers, how they can offer multi-sensory experiences, using clear, simple language, and positioning a pupil optimally to maximize their remaining vision. • Ensure teachers have an understanding of sensory integration and how we can respond to pupil's sensory needs. 	<p>SENCO Headteacher Class teachers</p>	<p>Ongoing and reviewed annually</p>	<ul style="list-style-type: none"> • Staff know how displays and colours can affect individuals and choose colours/patterns appropriately. • Staff carefully consider visual, sensory and auditory aspects of the environment and respond to advice from outside professionals. • Staff offer pupils opportunities for sensory integration during the school day. Staff help pupils to process sensory information to help them focus, participate, and learn by using planned activities like sensory circuits (alerting, organizing, calming) or individual sensory breaks.
<p>To make adaptations to the physical environment in response to changing cohorts.</p>	<p>Headteacher to liaise with premises staff to ensure appropriate adaptations are made to the physical environment to enable independence for all pupils.</p>	<p>Headteacher Premises staff</p>	<p>Reviewed annually</p>	<ul style="list-style-type: none"> • The physical environment, both indoor and outdoor, has appropriate adaptations and is accessible to all pupils.

5. Transitions

Aim - To ensure transitions are effective and collaboratively planned for all pupils including those pupils with a disability

Current good practice in our academies: -

- Effective transition plans are in place, well documented and include bespoke opportunities for individual pupils
- Important information and strategies are shared between class teachers when pupils transition from one year group to the next
- We work closely with feeder nurseries and visit nurseries in the Summer term to help us plan for our new Reception cohort effectively, and respond to any adaptations needed in a timely manner
- We work closely with local high schools to enable effective transitions for all pupils into Year 7
- SENCO works closely with SENCOs of local high schools to share important information about pupils with SEND before transition into Year 7. We ensure high schools are aware of any adaptations and reasonable adjustments they may need to implement
- For pupils with an EHCP, SENCO makes contact with SENCO of new high school and invites SENCO to the EHCP annual review in Year 6; this allows the new SENCO to meet parents and address any questions or concerns parents may have

Objective	Action	Person responsible	Completion date	Success criteria
To improve relationships with local feeder nursery schools to enable smoother transitions into EYFS.	<ul style="list-style-type: none"> • SENCO and EYFS teachers to make early and ongoing communication with feeder nursery schools to ensure important information is shared about individual children in a timely manner. • SENCO will work closely with nursery SENCOs to collaboratively plan transitions into our EYFS and enable appropriate adaptations to be put in place before individual children start school. • SENCO will work collaboratively with nursery SENCO to ensure consistent support is put in place including applying for an EHCP if needed before children start school. 	SENCO Class teachers	Ongoing	<ul style="list-style-type: none"> • Both parents and pupils feel more confident and prepared for transitions both within school and phase transitions. • School will have good relationships with feeder nurseries ensuring smoother transitions. • Pupils with complex SEND needs will have an EHCP in place before they transition into school.