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Accessibility Plan (2026-2027)

Date Written	September 2026	
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Date of review	September 2027	
Approved by:	(CoG)	Date:
	(EHT)	Date:

The school is committed to safeguarding and promoting the wellbeing of all children and expects our staff and volunteers to share this commitment.

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1. Aims and Scope

This plan aims to:

- Provide clear guidelines on how staff at Moorcroft Wood Academy promotes an environment centred around the needs and wellbeing of the individual;
- Exemplify the steps taken to ensure a highly inclusive environment;
- Identify roles and responsibilities;

2. Supporting Legislation

This accessibility plan is written in line with the implementation of the Special Educational Needs and Disability Code of Practice: 0-25 years. A copy of this document can be found at the below link:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

This plan is also written with due regard to the Equality Act (2010). Details of this legislation can be found at the following link:

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

3. Introduction and Principles

Moorcroft Wood Academy is committed to providing a fully accessible environment that values and includes all pupils, staff, parents, carers and visitors, regardless of age, education, physical, sensory, social, spiritual, emotional or cultural needs.

We are committed to challenging negative attitudes towards disability and accessibility and to developing a culture of awareness, tolerance, respect and inclusion throughout the school community.

The Accessibility Plan will identify and address actions required to:

Improve awareness of equality and inclusion

- Promote a positive understanding of disability, equality and inclusion across the school community.
- Challenge negative attitudes, stereotypes and discrimination relating to disability.
- Ensure that staff understand their responsibilities under the Equality Act 2010 and related legislation.
- Promote an inclusive ethos in which all pupils are valued and supported to participate fully in school life.

. Improve access to the physical environment

- Improve accessibility to the school's buildings, grounds and facilities for pupils, staff, parents, carers and visitors with disabilities.
- Identify and address physical barriers to participation wherever reasonably practicable.
- Provide specialist facilities, adaptations and physical aids where required to enable individuals with disabilities to access the school environment.
- Consider accessibility when planning new developments, refurbishments or changes to the school environment.

Increase access to the curriculum

- Ensure that pupils with disabilities have appropriate and equitable access to teaching, learning and the wider curriculum.
- Make reasonable adjustments to teaching approaches, resources, activities and assessment arrangements where required.
- Provide specialist aids, equipment, technology and support where appropriate to enable pupils to participate fully in their education.
- Ensure that pupils with disabilities are able to participate in school visits, residential experiences, assemblies, clubs, sporting activities, leisure and cultural activities, and other aspects of school life.
- Ensure that the curriculum supports pupils with disabilities to develop the knowledge, skills and independence needed to prepare them for life beyond school.
- Review curriculum provision regularly to identify and remove barriers to participation and achievement.

Improve the delivery of information

- Ensure that information provided by the school is accessible to pupils, staff, parents, carers and visitors with disabilities.
- Provide information in alternative or preferred formats where reasonably required, such as large print, electronic formats, simplified text, audio or other appropriate formats.
- Ensure that information is provided within a reasonable timeframe and, where possible, in a format that meets the individual's identified needs.
- Consider accessibility when producing letters, handouts, timetables, textbooks, policies, newsletters, websites and information relating to school events.
- Ensure that staff understand how to identify and respond to individual communication and information needs.

4. Curriculum Access

Below are details pertaining to targets and actions with regards to promoting curriculum access:

Outcomes	Actions	Evidence	Timeframe/scale	What/How	Lead	Resources
To improve access, progress and participation for children with communication and interaction needs within the wider curriculum.	Identified and agreed pedagogical strategies implemented consistently across school.	Evidence of pupils demonstrating knowledge of age-related expectations within and across the curriculum evident within book looks and lesson visits. This is verified by subject leaders internally and via external moderation through Lighthouse MAT.	July 2027	Relevant CPD identified and provided for staff, either through internal offer or externally derived sessions.	SMT	Budgetary resources to be allocated to English Lead, enabling the development of substantive and disciplinary knowledge.
	Specific programmes of study implemented to promote effective writing outcomes for all pupils, e.g. Colourful Semantics / IACW strategies / specific SEND support strategies.	Monitoring of learning journeys, lesson studies and data drops on the Management Information System.	As per monitoring schedule.	Specific implementation of programmes and strategies within teaching and learning.	SENCO / Subject Champions / Teachers	Personalised resources as needed.
	Development of Specialist Resource Provision Curriculum.	Executive Head Teacher/ Head of Academy reports to governors demonstrate uplift in both attainment and progress.	Termly	Development of Specialist Resource Provision and additional small-group provision.	SENCO	Pupils to have access to multi-sensory presentation devices as needed, e.g. iPads.
	Development of additional small group provision, e.g. Nest Provision, to support pupils in accessing provision at a level relevant to developmental stage.	Increased use of total communication strategies evident across school. Pupil voice and staff voice identify impact.		Agreed total communication approaches embedded across school.	SLT / Phase Leaders	Access to outside agencies as needed.e.g. EP.
	Moorcroft Wood Academy to identify relevant total communication strategies pertinent to meet the needs of its pupils and staff. Development and implementation of a CPD programme for all staff to clearly identify needs and support the integration of pupils with communication and interaction needs.	Clearly developed CPD for staff and pupils enabling progressive knowledge development pertaining to total communication strategies.		Progress monitoring identifies pupils requiring additional support and ensures appropriate provision is put in place.		
	Pupils receive support in developing their knowledge and understanding of the school's agreed total communication strategies.					

	Pupil progress meetings identify pupils at risk of falling behind age-related expectations. Clear 'catch up and keep up' strategies agreed. Where needed, staff draw on support from other year groups to enable pupils to access relevant provision at the required level. Phase Leaders support in implementing and reviewing identified support systems and promoting efficacy of implementations.					
To improve access, progress and participation for children with sensory and physical needs.	Review of learning environments to be completed. Work with class teachers to identify areas of strength and development points to support the inclusion of pupils with sensory needs (both low and high). Engage with appropriate outside agencies within and beyond the LA as needed to ensure specific needs are met. Sensory areas to be implemented in classes if need. Staff encouraged to reflect on the needs of their pupils and suggest provision modifications as a result of professional discussions.	Learning environments reviewed and areas for development identified. Evidence that agreed environmental adaptations and personalised resources are implemented. Appropriate specialist advice sought and acted upon where required. Sensory provision is accessible to pupils with identified need.	Ongoing Ongoing	Development of learning environment criteria to be completed and shared with all staff. Review and adaptation of classroom environments in response to identified pupil need. Professional discussions used to identify appropriate modifications and provision.	SLT SENCO SLT / Teaching staff	Development of learning environment criteria. Personalised resources as needed. Access to outside agencies as needed. Possible budgetary requirement for out-of-LA SLAs. Budgetary allocation for agreed environmental and sensory provision.
To improve access, progress and participation for those with social, emotional and mental health needs.	Development of nurture provision, providing an appropriate safe withdrawal space for pupils as needed. Develop appropriate CPD programme, including de-escalation training to support pupils with SEMH needs.	Pupils have access to an appropriate safe space and nurture-based support. Staff demonstrate increased confidence in supporting pupils with SEMH needs.	September 2026 January 2027 Ongoing	Development of nurture provision within the current environment. Training updates every 12 months, with ongoing updates based on presenting pupil needs.	SLT / SENCO SLT Learning Mentor / CTs EHT / HoS / DSL / DDSLs as needed	Budgetary allocation for SENCO to be non-class based. Budgetary allocation to develop nurture provision from the current environment.

	Provide access to school-based support services. Provide appropriate and timely access to non-school-based support services (Early Help / Request for Support).	Team Teach training remains current and additional training is provided in response to presenting needs. Pupils have timely access to school-based and external support. Clear safeguarding roles, responsibilities and communication arrangements are maintained.		Learning Mentor provides school-based support and contributes to nurture provision. External support accessed as required. Safeguarding team structure, training and communication reviewed following leadership restructure.		Team Teach and relevant staff training. Access to Early Help / Request for Support and other appropriate services.
To improve access, progress and participation for children with cognition and learning needs.	To investigate further use of personalised learning resources for each pupil / classroom, engaging with specific intervention programmes as needed.	Evidence of personalised resources and interventions being used appropriately. Evidence of improved access, engagement and progress from pupils' individual starting points. Impact of interventions reviewed through ongoing monitoring.	Ongoing	Resources and intervention programmes to be explored, budgeted for and implemented / adapted as needed.	SENCO / SLT / SMT / CTs	Personalised learning resources. Specific intervention programmes. Appropriate budget allocation and specialist resources as needed.

5. Environmental Access

Below are details pertaining to targets and actions related to promoting environmental access:

Outcomes	What/How	Lead	Resources	Evidence	Timeframe/scale
To provide fair access to learning environments / inside spaces.	Review classrooms as part of the annual transition process. Identify barriers to access and make specific alterations or reasonable adaptations where required to meet physical or individual needs.	SLT / SENCO	As needed. Personalised adaptations and resources as identified.	Annual classroom review completed. Identified adaptations recorded and implemented. Pupil needs and transition information inform any required changes.	Annually
To provide fair access to learning environments / inside spaces.	Maintain ongoing site risk assessments of ramps and modified access structures. Ensure the disability lift leading to the hall is serviced annually.	Site Manager / SLT	Annual service of disability lift. Site maintenance and repair resources as required.	Risk assessments are current and actions arising from them are completed. Annual lift servicing is recorded and any defects are addressed promptly.	Annually Ongoing
To provide fair access to learning environments / inside spaces.	Complete renovation and improvement works as part of the school's ongoing site development programme, ensuring accessibility is considered within planned works.	EHT / HoA	Budget and resources allocated through ongoing works programme.	Accessibility requirements are considered within renovation works and completed works improve or maintain access for pupils, staff and visitors.	Ongoing
To provide fair access to learning environments / inside spaces.	Ensure internal and external gates and environmental access meet requirements for disabled individuals. Review internal onsite gates and replace or adapt as needed. Review external boundary gates and undertake appropriate actions.	H&S Officer	Gate repairs, replacement or adaptation as required.	Gate and access reviews completed. Identified actions are recorded and followed through. Access routes remain safe, suitable and usable.	Annually Ongoing
To ensure fair access to external environment spaces.	Maintain designated disabled access parking spaces in the front car park and ensure parents/carers can access onsite parking where required. Review the condition and visibility of marked spaces.	EHT / HoA	Marked disabled access spaces. Maintenance/repainting of markings as required.	Designated spaces remain clearly marked and available. Markings are evaluated termly and repainted when required.	Ongoing (termly)
To ensure fair access to external environment spaces.	Explore the development of low-sensory outdoor environments with specific teaching areas to support pupils who require adapted outdoor provision.	Outdoor Learning Lead	Resources and budget to be identified following feasibility review.	Feasibility explored and appropriate proposals identified. Where agreed, development is incorporated into the school's outdoor learning plans.	Ongoing December 2026 review by Forest School Learning Lead
To ensure fair access to external environment spaces.	Complete individual risk assessments where required, based on identified circumstances, pupil need or changes to provision.	EHT / HoA / H&S Officer	Risk assessment documentation and appropriate control measures.	Individual risk assessments are completed where required, reviewed appropriately and communicated to relevant staff. Control measures are implemented.	As needed, based on risk assessments

6. Information Access

Below are details pertaining to targets and actions related to information access:

Outcomes	Actions – What / How	Lead	Evidence	Timeframe / Scale
To develop relevant and appropriate systematic visual cue strategies	Develop bank of VI / Symbol / Visual Timetable strategies (including now and next boards, colourful semantics supporting documents) and Makaton symbols in line with use in SRP across school.	SENCO	Bank of resources / strategies available for use across school.	September 2026
Provide relevant access to first language	Explore use of language line if translation required for parents' evening / meetings as needed.	SLT	Language support available where required.	Ongoing

7. Linked Documents

Please refer to the following linked documents:

- Inclusion Standards
- Health and Safety Audit (and interim reviews)
- Equal opportunities Policy
- Special Educational Needs Policy
- SEN Information Report
- Teaching and Learning Policy

8. Monitoring and Review

Please see Sections 4, 5 and 6 for specific monitoring requirements. Please note that interim monitoring may also be carried out by any member of the SLT or any member of staff as directed by the Executive Head Teacher / Head of Academy, or in their absence their designated representative.