



Cabot
Learning
Federation

Accessibility Plan Haywood Village Academy

Version 1.0 May 2017

Updated – June 2026

Next Review – June 2027

History of most recent Policy changes

Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
May 2017	Document Creation	Template for academy use created	Requirement to have plan in place in each academy
April 2020	Whole document	Review of document by SLT	
March 2023	Whole document	Review of document by SLT	
June 2026	Whole document ²	Review of document by SLT ²	

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1 Introductory Statement

- 1.1 This Accessibility Plan (**Plan**) has been drawn up in consultation with staff, the CLF executive team, parents and pupils of the Academy and covers the period from March 2026 – March 2029. The plan is available in large print or another accessible format if required.
- 1.2 The plan takes account of the Academy's public sector equality duty set out in section 149 of the Equality Act 2010.
- 1.3 We are committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

2 Background

2.1 The Academy's layout and facilities

2.1.1 The Academy is committed to making reasonable adjustments to allow disabled pupils to access educational provision at the Academy. The Academy occupies a site located in Haywood Village just outside of Weston-Super-Mare. The school building has one level, and all classrooms are wheelchair accessible. Within the main building there is a large open plan area which facilitates group learning activities and a large sports hall. Facilities also include one disabled toilet and a shower room.

2.1.2 We plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the Academy in the following areas:

- increase the extent to which disabled pupils can participate in the Academy curriculum
- improve the physical environment of the Academy to increase access to education by disabled pupils
- improve the delivery of information to pupils, staff, parents and visitors with disabilities.

2.1.3 Attached are three action plans relating to the above. These will be reviewed as and when necessary. It is acknowledged that there will be need for ongoing awareness training for all staff in the matter of disability discrimination and the potential need to inform attitudes on this matter.

2.1.4 The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Academy website
- Equalities Policy
- Health and Safety policy
- Special Educational Needs and Disability policy

2.1.5 The Plan will be monitored by the CLF multi Academy Trust and HVA's Academy council. There will be a full review of plan every 3 years.

2.2 Welcoming and preparing for disabled pupils

2.2.1 Where it is practicable to make reasonable adjustments to enable a prospective pupil to take up a place at the Academy and to satisfy the current admissions criteria, the Academy is committed to providing those reasonable adjustments.

2.2.2 In order to meet the needs of disabled pupils, the Academy requires full information. The Academy will ask prospective pupils to disclose whether they have received any learning support, have had an educational psychologist's report or have any disability or other condition of which the Academy should be aware. Where a pupil has an Education, Health and Care plan (**EHCP**) the Academy will work with the Local Authority (**LA**) who makes and maintains the plan to ensure that the identified provision is delivered in an appropriate manner.

2.2.3 In assessing the pupil or prospective pupil, the Academy may need to take advice and require assessments as appropriate. The Academy will be sensitive to any issues of confidentiality.

3 Increasing the extent to which disabled pupils can participate in the Academy curriculum

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Enable staff to increase their knowledge and understanding of needs of disabled pupils and differentiating the curriculum.	Training of staff.	Staff confidence in providing appropriate teaching and support to more fully meet the requirements of disabled pupils' needs with regards to accessing the curriculum.	Ongoing	Flexible approach to disabled pupils and increase in access to the National Curriculum. Success of disabled pupils in examinations.
Short term	Increase confidence of all staff in differentiating the curriculum.	Training of staff.	Staff confidence in providing appropriate teaching and support to more fully meet the requirements of disabled pupils' needs with regards to accessing the curriculum.	Ongoing	Curriculum design meets the needs of pupils with SEND.
Short term	Teachers and L.P s aware of individual needs and organise their classrooms to promote the participation and independence of all pupils.	In the summer term, the inclusion team meet with the staff to ensure they understand the individual needs that will be in their new class. Provide opportunities for collaborative working with the	100% of staff who have a child with complex needs in their class will understand how to best meet those individual needs and will have put the recommended strategies in place. Throughout the year, strategies suggested by outside agencies	Term 6 Ongoing.	Strategies successfully used to support pupils with complex needs to access the curriculum.

		previous teacher to share strategies and good practice. Ensure all recommended strategies are implemented	will be put in place for a sustained period		
Medium term	To ensure children with SEN are planned for appropriately with challenge in all lessons and that this is recorded on planning documents and noted 'in-the-moment' during teaching & learning reviews	CPD for staff on sequence of learning, use of planning documents and expectations. Individual CPD for staff working with children with specific or complex needs. Regular monitoring by SLT of planning on the system to check level and sequence of learning	All classes will have appropriate planning for children with SEN including clear, accurate sequences of learning, appropriate pitch and high expectations. Learning activities will be practical and stimulating for children. Use of a TA will enhance, not replace, the provision of the class teacher	Ongoing	Planning is appropriate for pupils with SEND to ensure that all pupils are challenged and make appropriate progress.
Medium term	Interventions accessible where appropriate need identified.	Pupils' views are gathered. Interventions to be proactively planned between inclusion lead, pupil and class teacher. inform parents/carers prior to SEMH interventions to develop understanding of intervention purpose. Hold regular meetings for all stakeholders to discuss	Pupils are parent's views heard and considered. Interventions are accessible and planned to meet all pupils' needs. Class teachers are included and informed about interventions.	As required. Ongoing.	Pupils are able to access the curriculum to facilitate individual progress being made. Attainment gaps close on, or exceed, age-related expectations

		progress in interventions. (e.g. ILP sharing) All teachers to attend training on writing SMART (Specific, Measurable, Achievable, Relevant and Time-bound) and targets for pupils individual learning plans (ILPs) or Pupil Passports			
Long term	All areas of the curriculum are accessible to all pupils, regardless of their disability.	Staff CPD as relevant for all pupils with additional needs. Planning to improve access to the curriculum will include identifying reasonable adjustments to offer an equality of opportunity. Ensure resources fully meet the needs of all learners –including the use of technology and specialist equipment. The curriculum will provide opportunities for Inclusion, Equalities and Access to be explored.	The curriculum will be fully accessible to pupils regardless of their disability.	Ongoing- as needs. Termly Review – following focus aspects of learning and linked with School Strategic Plan	All pupils participating in the school curriculum.
Long term	To liaise with Nursery and Pre-school providers to review potential intake for September.	Contact Nurseries/ Preschools to discuss children with additional needs coming into Reception.	EYFS and Inclusion leads will have a good knowledge of the children with additional needs	Term 5 & 6	Appropriate staff fully aware of the needs of pupils joining reception.

		Meet with other service providers who support children who will be joining Reception. Analyse the Reception intake list to ensure all preschool providers are contacted. Offer additional transition opportunities for parents and pupils with additional needs. Participate in the LA inclusion link programme for children with additional needs.	who are joining reception and the support they will need. Principal will have a clear picture of the staffing required to support these children. Reception staff will be able to plan for these children before they start in September		
Long Term	To increase the transition success when pupils leave the Academy	Transition Lead, inclusion team, and/or DSL to contact the new school Parents to be informed of transition opportunities Secondary school coffee drop-in event for parents of Y5 & Y6 pupils in Term 4 Calendar of planned transition events offered for Year 6 pupils Engagement of external agencies such as Enhanced Provision, School Placement Service, Mentoring Services	Pupils will demonstrate a confidence in moving to a new school through pupil voice Pupils will demonstrate success in wellbeing and school attendance in new school		

Long term	To review the progress of all pupils with SEND.	Analyse progress data for children with SEN every term, looking at children making expected progress, better than expected progress or less than expected progress in each year group. Identify individual pupils causing concern and actions to support these pupils. Calculate the number of children with SEN who achieved the expected level for their year group.	Inclusion lead and Principal will have a clear understanding of the picture of attainment/progress for children with SEND in the school. They will be a clear action plan to support those with inadequate progress with reviews of interventions planned.	Ongoing	Progress of Pupils with SEND is regularly reviewed and class teachers are supported in using this assessment information to plan the continuing provision.
Long term	Complete Academy Council report annually.	Complete Academy Council report annually.	Academy Council will have a clear picture of the provision for SEN children across school and the impact on progress.	Annually	Academy Council fully aware of provision and Progress for pupils with additional needs.

4 Improving the physical environment of the school to increase access to education by disabled pupils

	Targets	Strategies	Outcome	Timeframe	Goals achieved
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Short term	The school is aware of the access needs of disabled pupils, staff, Academy Council, parent/carers and visitors	To create access plans for individual disabled pupils as part of the Provision Map process when required Be aware of staff, Academy Council and parents access needs and meet as appropriate. Through questions and discussions find out the access needs of parents/carers. Consider access needs during recruitment process. Ensure staff aware of Environment Access Standard	Pupil Passports and ILPs in place for disabled pupils and all staff aware of pupils needs. All staff and Academy Council feel confident their needs are met. Parents have full access to all school activities. Access issues do not influence recruitment and retention issues.	As required Induction and ongoing if required. Annually Recruitment process.	The needs of all staff, pupils, parent and academy councillors are met.
Short term	Enable disabled pupils and visitors to park within reasonable distance of the school.	Designated parking space for disabled people and signpost it clearly.	Parking for disabled people achieved.		Improved access to School site.
Medium term	Ensure all disabled pupils can be safely evacuated.	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with specific needs, as determined by appropriate staff members Develop a system to ensure all staff are aware of their responsibilities.	Disabled pupils to be safely evacuated from the building.	As required	All disabled pupils and staff working alongside are safe in the event of an evacuation.

Medium term	Ensure that the medical needs of all children are met fully within the capability of the school.	Conduct parent meetings to establish the need of each child. Liaise with external agencies including school nurse to review support. Identify training needs and book where needed. Ensure 'health care plans' are completed for all children with complex medical conditions.	All children with a medical condition will have a 'health care plan' with details of their condition and treatment required including emergency procedures. Asthma records will be up to date. The catering company will be informed of all children with confirmed food allergies. All children with complex medical conditions, epilepsy or diabetes will have a Health care plan written in conjunction with outside agencies who support the child.	Ongoing	All relevant staff are fully aware of pupil's medical needs.
Long term	Ensure hearing and visual environment in classrooms is regularly monitored to support hearing impaired and visually impaired children.	Seek support from LA advisory teachers or external support agencies.	All children have access to the appropriate environment.	As required	Hearing and visually impaired pupils are supported to access the physical environment.

5 Improving the delivery of information to disabled pupils

	Targets	Strategies	Outcome	Timeframe	Goals achieved
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Short term	Ensuring availability of written material in alternative formats.	Become aware of the services available through the LA for converting written information into alternative formats.	If needed, the school could provide written information in alternative formats.	As required	Delivery of information to disabled pupils is improved.
Short term	Mid-year and Annual review information to be as accessible as possible.	Use child friendly 'Pupil Passports' containing individual targets. Pupil Passports to be shared with the parents both verbally and in written format. Mid-year / Annual review format to be shared verbally and in written form. (Translated to alternative languages where necessary)	All parents, pupils and staff will fully understand a child's pupil passport and Midyear/ Annual review information.	Ongoing.	Information provided in a variety of ways to ensure it is accessible for pupils or parents who may have a disability.
Medium term	Availability of written material in alternative formats.	Investigate software and equipment available to convert written information into alternative formats	25% of written information will be available in alternative formats as standard practice. 50% of written information will be presented in alternative formats on request from parents.	Ongoing.	Written information available in alternative formats.
Long term	Provide information in other languages for pupils or prospective pupils	Access to translators, sign language interpreters to be considered and offered if possible	All Parents and pupils will have access to information in a language that is understood.	As required.	Pupils and/or parents feel supported and included

Long term	To establish strong links with parent support agencies within the local authority	Pre-planned SEND specific coffee morning events twice per year Widely publicise the links with NSPCWT and SEND & You Have an active inclusion team presence on social media to promote the Local Offer of North Somerset A planned programme of parent workshops and information sessions Delivery of Nurturing Family groups twice per year	Parent attendance at SEND specific coffee mornings will increase year-on-year Parents will voice, via parent survey, that they feel well supported within the school. Parents will have a necessary working knowledge of external agencies who could provide parental support	Ongoing.	Parents of pupils with complex needs and disabilities regularly attend parent support groups.
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