

February 2026 - 2029

Accessibility Plan

Wreake Valley Academy

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1. Aims

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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities, and services provided
- Improve the availability of accessible information to disabled pupils

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

Wreake Valley Academy wants everyone within our school to feel welcome, valued and included in the school community. We are committed to providing a fully accessible environment to enable this to happen. Our students are provided with high quality learning opportunities so that each child achieves all that they can. We want all our students to feel confident and have a positive view of themselves. We want our students to access all elements of school life, including school clubs, activities and trips. We recognise that we may have to do things differently to make this happen. We are committed to taking positive action in the spirit of the Equality Act 2010, by removing disadvantages faced by students and eliminating discrimination. We will ensure that through whole school training, all staff and governors will be aware of our duties to support children with SEND and medical conditions, in line with the Equality Act 2010. In implementing our Accessibility Plan, we will take into account the views, wishes and feelings of our students and their families.

The plan will be made available online on the school website, and paper copies are available upon request.
Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

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

Our Accessibility Policy complements and supports our:
- Special educational needs and disability policy, the related SEN information for Parents and the local offer;
- policy for Supporting students at school with medical needs; and our
- Equality Information and Equality Objectives. It should also be read alongside the following school policies, strategies and documents:
- Curriculum Policy
- Staff Development Policy
- Health & Safety Policy
- Behaviour Policy
- School Development Plan/Inclusion Development Plan

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan.
Our Accessibility Plan has been written based upon information gathered through liaison with students, parents, staff and governors. We will consult with experts when new situations regarding students with disabilities are experienced.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Purpose

The plan sets out proposals to increase access to education for disabled. The areas stated in the planning duties in the act:

- Increase the extent to which disabled pupils can participate in the school curriculum
- Improve access to the environment of the school
- Improve the availability of accessible information to disabled pupils

Wreake Valley Academy and The Bradgate Trust also recognises its responsibility towards disabled staff and will:

- Monitor recruitment procedures to ensure that all people with disability are given equal opportunities
- Ensure that staff with disabilities are supported with special provision to ensure that they can work effectively
- Where necessary, make reasonable adjustment to enable staff to fully access the workplace.

4. Overall Strategy

We aim over time to increase the accessibility of provision for all students, staff and visitors including those with disabilities. Our strategies include:

- setting admission criteria which does not discriminate against students with disabilities or treat them unfairly
- having high expectations of all students be they disabled or able bodied
- finding ways in which all students can take part in the full curriculum including sport, music, and other co-curricular activities
- planning out-of-school activities including all school trips so that students with disabilities can participate
- devising teaching strategies which will remove barriers to learning and participation for students with disabilities
- planning the improvement and the modification of the physical environment of the school to cater for the needs of students with disabilities as resources allow
- raising awareness of disability amongst all school staff
- providing written information for students with disabilities in a form which is user friendly
- using language which does not offend in all literature and making staff and students aware of the importance of such language
- introducing whole school use of electronic tablets to enable material to be viewed and heard in different formats thus improving access of materials for visually impaired, hearing-impaired pupils amongst others

It is important that regular monitoring occurs to ensure that pupils with disabilities are not being disadvantaged and that this will lead to action planning.

Strategy 1

Increasing the extent to which disabled pupils can participate in the school curriculum, it is our aim to:

1. Audit pupils, who require learning support, at the Induction and Transition Interview, to assess the differentiated resources available to them.
    - Provide training to all staff on the importance of the differentiation of the curriculum and its delivery within the classroom.
    - All departments to ensure that schemes of work have clear differentiation included
    - SENDCo to work closely with Heads of Department and teachers to ensure that all lessons are accessible to all pupils
    - Teaching staff to direct Learning Support Assistants (LSAs) within the lessons to ensure that support is fully utilised.

2. Ensure equal access for disabled pupils to co-curricular activities and school visits.

- Risk assessment and planning of trips to include accessibility references
- Analyse co-curricular activities to ensure inclusion of pupils with disability and on the SEN List and those who have an Education Health and Care Plan

3. Ensure that all pupils feel supported and included within the school.

Strategy 2
Improving access to the environment of the school.
This is to enhance the extent to which disabled pupils can take advantage of the educational opportunities within the school.

It is always our aim to enhance physical access and improve accessibility where possible in the context of the above statement.

We will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, to include improved access, lighting, acoustic enhancement and colour schemes and more accessible facilities and fittings.

5. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	**Current good practice** Include established practice and practice under development	**Objectives** State short, medium, and long-term objectives	**Actions to be taken**	**Person responsible**	**Date to complete actions by**	**Success criteria**
Increase access to the curriculum for pupils with a disability	Our school offers a broad and balanced curriculum for all pupils. We adapt resources to the needs of pupils who require support to access the curriculum. This includes making IT available to those students who need it. Assistive technology development in its infancy. Reading rulers and speech to text. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs.	Short term – improved tracking and target setting for students with needs – staff made aware of this and appropriate support put in place as a result Long term: develop use of assistive technology in classrooms and for exams such as pen readers, increased access to ICT and improved audio visual equipment in classrooms.	Identify assistive technologies available with current IT provision. Identify and cost additional assistive technologies available on the market. Develop training programmes for staff to use assistive technologies.	LPe KPo	September 26 September 26 Christmas 26 Summer 26 Summer 26	Staff will know assistive technology available Staff will adopt the use of assistive technologies Students will increasingly use assistive technologies

	The curriculum is reviewed to ensure it meets the needs of all pupils. Regular and appropriate information and guidance is shared with staff to ensure pupils with additional needs make progress. Staff CPD is relevant and targeted to the needs of pupils in the school. Enhanced transition activities take place for pupils with needs. The support of external services is sought where necessary.				Summer 26	
Improving access to the environment of the school.	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Braille 1. Pictorial or symbolic representations	In the short term we plan to continue to review our internal signage to ensure that it is visible and consistent. For students who require large print, we will ensure that texts are printed in advance of lessons.	Liaise with premises to ensure signage is updated Continue to liaise with staff and ensure provision is in place to support visually impaired students. Identify assistive technologies available with current IT provision.	LPe and RBo WBu	Ongoing	All signage updated and visible to all. All classroom resources accessible to all.

		Continue to look at how the site and environment can be improved for the students **Improve Physical Accessibility Across the Site** Enhancing the physical layout helps pupils with mobility, sensory, or medical needs navigate independently and safely. Examples include: • Installing **ramps**, **lifts**, and **automatic doors** to ensure wheelchair access to all key areas. • Ensuring **wide corridors** and **clear signage** (with Braille/tactile versions). • Providing **adapted toilets and changing facilities**. • Maintaining **even surfaces**, clear pathways, and accessible routes between buildings. **2. Provide Accessible Learning Environments and Resources** Ensuring classrooms and learning materials meet varied needs increases participation. Examples include: • Using **adjustable-height desks**,	Identify and cost additional assistive technologies available on the market. Develop training programmes for staff to use assistive technologies.			

		appropriate seating, and accessible lab equipment. • Providing **assistive technology** (e.g., speech-to-text tools, screen readers, communication devices). • Offering **large-print**, **audio**, or **Braille** versions of learning materia				

6. Monitoring arrangements

This document will be reviewed every 2 years but may be reviewed and updated more frequently if necessary.

It will be approved by the headteacher.

7. 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 report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	3	1 floors accessible by lift, Top floor requires re-rooming if allocated as learning space for user.	RB/ WB	n/a
Corridor access	Corridors are at a good width for wheelchair users to pass comfortably on ground and first floor.		n/a	n/a
Lifts	3	De-commissioned due to age and health and safety concerns – prohibitive costs to maintain.	WB	n/a
Parking bays	5 disabled			
Entrances	100% accessible		n/a	n/a
Toilets	8 disabled use toilets (main reception toilets and Sixth form accessible toilet		n/a	n/a
Reception area	Reception is staffed during the school day, assistance on entry is available.		n/a	n/a
Internal signage	Internal signage partially updated with plan for remaining signage to be completed throughout 2026/2027.	Internal signage completion required. Where signs have been updated these are of good quality and in a font size adequate for partially sighted users.	WB	WB
Emergency escape routes	Emergency lighting requires further updates	Emergency lighting rolling development plan in place.	WB	WB
Stairs	Marked for visual impairment	Maintenance programme in place	WB	WB