

## Accessibility Plan – Coombeshead Academy – 2025-28

### Improving access to the curriculum

Target	Strategies	Timescale	Responsible	Success Criteria
To improve access to the curriculum for learners with SEND	Ongoing CPD for teachers on adaptive teaching methodologies Monitoring impact of adaptive teaching methodologies through middle and senior leader CPD Annual audit for staff training needs – provide CPD in response to identified need. Graduated assessment toolkit provides accessible guidance for teachers of pupils with SEND	Annually revisit through CPD programme and trust / school training  Friday T&L briefing – audit by Sept	SENDCO  Deputy – Curriculum / T&L  SENDCO / Assis SENDCO	Learners with all aspects of SEND are able to access the curriculum and can make similar progress as their non-SEND peers. QA shows that teachers actively use the information provided by SEND department to support access to the curriculum.
Ensure universal provision in power points is consistently in place to support learners with visual stress needs	Buff background on all power points.  Dyslexia friendly fonts  Overlays available in every classroom at the point of need	Annual review September	SENDCO  Deputy – Curriculum / T&L	All learners with Dyslexia report improved access to the curriculum
All pupils with Special Educational Needs and Disabilities can access a wide range of enrichment opportunities	Review enrichment provision and monitor access by pupils with SEND       Ensure pupils with disabilities can access enrichment week activities and/or work experience. Specifically target vulnerable groups to ensure access.	Annual review in July	SENDCO  Assistant Head- Personal Development	Pupils with SEND access enrichment opportunities at the same levels as their peers without SEND as shown by tracked data    Track students with disabilities are signed up or have access to Enrichment activities and prioritise for WEX. JCH
Layout – furniture, position of board,	Review individual needs and set up	Reviewed in	Teacher/CTL Premises	Pupils can all be accommodated

	room, furniture accordingly to any physical need. E.g. space for wheelchairs to move around room.	September – new teaching groups. Updated for any additional pupils or changes to their needs		appropriately in all teaching areas to enable them full access to the curriculum.
PE lessons are inclusive and accessible for learners with SEN and disabilities	All students with SEND are actively engaging in PE lessons including those with physical disabilities. The lesson and resources have been adapted to meet the needs of the students.	Review annually September	CTL PE SENDCO	All students can access PE lessons

#### Increasing access to the physical environment

Target	Strategies	Timescale	Responsible	Success Criteria
Staff with disabilities have protected parking spaces	As per the target	Respond to need	Head	Staff with disabilities are protected in line with OH recommendations and feel valued.
Pupils with disabilities have access to teaching spaces, sports centre, social areas and grounds to enable them to experience school life as their peers	<p>Audit with the facilities team to ensure all areas of the building are accessible. Plan in place to ensure full access by 2025</p> <p>Ongoing assessments to identify reasonable adjustments to ensure all current students can access the site.</p>	<p>Sept 2025</p> <p>Ongoing – respond to need</p>	<p>SENDCO</p> <p>Head</p> <p>H&amp;S Compliance</p> <p>SENDCO</p> <p>Head</p> <p>H&amp;S Compliance</p>	All disabled pupils have access to all facilities required to maintaining their education
Hearing and visual impairment?				
Pupils with visual and hearing impairments	Pupils with visual and hearing impairments	Ongoing	SENDCO	All pupils with visual and hearing

are not placed at a disadvantage when accessing school	are engaged before they start school to assess their needs and what reasonable adjustments need to be made. For example, clear signage, portable hearing loop		Facilities and H&S Compliance for any alterations	impairments feel supported and able to access school life
All disabled pupils are safely evacuated in an emergency	Ensure Personal Evacuation Plans (PEEPS) are in place/ Identify 'buddy' plans where necessary. Ensure all staff know procedure for pupils who use a wheelchair to evacuate safely.	Ongoing	SENDCO	All disabled pupils feel safe in the event of an emergency

#### Improving the delivery of written information

Target	Strategies	Timescale	Responsible	Success Criteria
Check access to language –	Ensure text written is accessible to those with lower reading ages	Ongoing – as needed	SENDCO Class teacher	All students can access written text
Access for EAL – translations	Translators  Translations of written material	As identified/needed	SENCO Head	All families and students can communicate clearly with the school
Visual impairment – access to written material	Resound to specific need	Ongoing	SENDCO	All students can access written material