



# ***Accessibility Plan***

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<b>Author / Responsible Person</b>	<b>Mike Marshall – Principal</b>
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## CONTENTS

1. Vision Statement
2. Aims and Objectives
3. Current good practice
  - Physical Environment
  - Curriculum
  - Information
4. Access Audit
5. Management, coordination and implementation
6. Action Plan

We are committed to ensuring that our school is accessible, inclusive and welcoming to all pupils, families and members of the school community. Accessibility is central to our mission to remove barriers to learning, participation and wellbeing.

### **Our approach to accessibility is guided by our core values:**

**Belong** – We create an environment where every pupil feels included, valued and able to access all aspects of school life with dignity and confidence.

**Commit** – We are committed to identifying and reducing barriers through reasonable adjustments, inclusive design and ongoing review of accessibility arrangements.

**Thrive** – By improving access to learning, environments and communication, we enable pupils to develop independence, confidence and achieve positive outcomes.

Our accessibility planning covers the physical environment, curriculum access and information sharing. It is regularly reviewed and developed in partnership with pupils, families and professionals to ensure continued improvement and meaningful impact.

## Section 1 - Vision Statement

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

***According to the Equality Act 2010 a person has a disability if:***

- (a) He or she has a physical or mental impairment, and***
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.***

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Proprietor / Trustees. The Plan will form part of the School Development Plan and will be monitored by the Principal and evaluated by the Proprietor and Trustees. The current Plan will be appended to this document.

We are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

Our Accessibility Plan will be developed and drawn up based upon information supplied by commissioners, and consultations with pupils, parents, and staff of the school. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website.

Turning Point Academy is committed to developing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Our Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to –

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school

such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Our School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for on equality issues with reference to the Equality Act 2010.

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

- Behaviour Management Policy
- Curriculum Policies
- Equal Opportunities Policy
- Health & Safety Policy
- School Prospectus
- School Improvement Plan
- Special Educational Needs Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the Proprietor and Trustees. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed.

- The Accessibility Plan will be published on the school website.
- The Accessibility Plan will be monitored through the Board of Trustees.
- The school will work in partnership with commissioners in developing and implementing this Accessibility Plan.
- The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

## Section 2 - Aims and Objectives

Our Aims are:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information

Our objectives are detailed in the Action Plan below.

## Section 3 - Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of our ongoing discussions and we have an open and genuine relationship with our parents.

### ***Physical Environment***

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs.

### ***Curriculum***

There are few areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.

### ***Information***

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others if required.

## Section 4 - Access Audit

The school is a small two storey building with corridors and three access points from outside. The main entrance is accessible to all. On-site car parking for staff and visitor is all close to the main building. Ground floor entrances to the school are flat and the main reception area has wide doors fitted. The main entrance features a secure lobby. There are currently no disabled toilet facilities available on the school site, however, use of the facilities in the adjacent fire station have been agreed. There is currently no lift access to the first floor.

## **Section 5 - Management, coordination and implementation**

We will consult with experts when new situations regarding pupils with disabilities are experienced, where necessary.

The Senior Leadership Team will work closely with the Local Authority and commissioners where needed.

## Section 6 – Action Plan

### Aim 1:

**To increase the extent to which disabled pupils can participate in the school curriculum. Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.**

SHORT TERM	Targets	Strategies	Timescale	Responsibility	Success Criteria
	To liaise with parents to review all new pupils to the school.	To identify pupils who may need additional support needs.	Ongoing	Principal	Procedures/equipment /ideas set in place once any needs identified.
	To review all statutory policies to ensure that they reflect inclusive practice and procedure.	To comply with the Equality Act 2010.	Ongoing in line with policy reviews.	Principal Policy leads	All policies clearly reflect inclusive practice and procedure.
	To develop sensory assessments and sensory profile and introduce sensory circuits to meet the sensory needs of pupils.	Research best practice Take advice Develop practice	Dec. 2025	Principal SENCO School Guidance Counsellor	Clearly defined identification of sensory needs and intervention in place to support pupils' sensory needs.
	To ensure full access to the curriculum for all children.	Outside visits; Employment / commissioning of specialist advisory teachers; CPD for staff and: <ul style="list-style-type: none"> <li>A differentiated curriculum with alternatives offered.</li> <li>Assessment to assist in developing learning opportunities for children and also in assessing progress in different subjects, measuring small steps of progress.</li> <li>Access to school guidance counsellor and learning coaches to support learning and additional support needs</li> </ul> Multimedia activities to support most	Ongoing	Teachers SENCO	Advice taken and strategies evident in classroom practice.

		<p>curriculum areas.</p> <ul style="list-style-type: none"><li>• Use of interactive ICT equipment - specific equipment sourced from occupational therapy.</li></ul>			
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MEDIUM TERM	<b>Tasks/Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
	To finely review attainment and progress of all SEND pupils against curriculum expectations. Define good progress.	SENCO/Class teacher meetings/Pupil progress	Termly	Class teachers SENCO	Progress made towards Support Plan targets. Provision mapping shows clear steps and progress made.
	Appoint a SEND champion from the Board of Trustees	SENCO / Champion professional discussion / scrutiny schedule in place	Twice a year	Principal SENCO	Trustee appointed and scrutiny scheduled and active partnership working.
	<p>To promote the involvement of disabled students in classroom discussions/activities</p> <p>To take account of variety of learning styles when teaching</p>	<p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)</p> <ul style="list-style-type: none"> <li>• Wheelchair access</li> <li>• Giving alternatives to enable disabled pupils to participate successfully in lessons</li> <li>• Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people.</li> </ul>	Ongoing	Whole school approach	<p>Variety of learning styles evident in planning and in the classrooms.</p> <p>Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.</p>
LONG TERM	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
	To evaluate and review the above short and long term targets annually.	See above	Annually	SMT  Board of Trustees	All children making good progress.

	To deliver findings to the School Leadership Board	Meetings and challenge events through SLB	Annually	Head Board of Trustees	Trustees fully informed about SEND provision and progress
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**Aim 2:**

***To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.***

SHORT TERM	Targets	Strategies	Timescale	Responsibility	Success Criteria
	Improve physical environment of school environment.	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	Principal	Enabling needs to be met where possible.
	Ensure visually stimulating environment for all children	Replace display basking with brown hessian to provide a muted, calmer visual environment, that is consistent across the school.	April 2026	Teaching and non-teaching staff	Consistent, calm visual environment across the school
	Ensuring all with a disability are able to be involved.	<ul style="list-style-type: none"><li>• Create access plans for individual disabled children as part of review processes.</li><li>• Include questions in the confidential pupil information questionnaire about parents/carers' access Needs</li></ul>	Ongoing	Teaching and non-teaching Staff Principal	Enabling needs to be met where possible.

	To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	Ongoing	Principal	Administration of medication training conducted.  Medical cabinet in place and secure.
	Ensuring disabled parents have every opportunity to be involved	<ul style="list-style-type: none"> <li>• Arrange interpreters from the RNID to communicate with deaf parents if required</li> <li>• Offer a telephone call to explain letters home for some parents who</li> </ul>	Ongoing	Principal SENCO	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education

		<p>need this</p> <ul style="list-style-type: none"> <li>• Adopt a more proactive approach to identifying the access requirements of disabled parents</li> </ul>			
MEDIUM TERM	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
	To improve community links to enable greater support of children and adults with disabilities.	School to continue to have strong links with schools and other agencies in the local area and the wider community.	Ongoing	Principal All staff	Improved awareness of disabilities and opportunities in the wider community
	Car park is adequately lit.	Options explored for possible lighting	October 2025	Principal Board of Trustees	Safe access to vehicles and entry / exit from school site, and personal safety not compromised.
LONG TERM	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
	Continue to develop playgrounds and facilities which could be suitable for all.	Look for funding opportunities.	Ongoing	Principal Board of Trustees	Inclusive child-friendly play areas.
	To ensure driveway, roads, paths around school are as safe an accessible as possible.	Communication with parents via safety messages /letters/safe routes into school.	Ongoing	Principal Board of Trustees	School is accessible and accident incidents are low.

**Aim 3:**

***To improve the delivery of information to disabled pupils and parents.***

SHORT TERM	Targets	Strategies	Timescale	Responsibility	Success Criteria
	To ensure all children have access to the whole curriculum	Regular parental communication Individualised multi-sensory teaching strategies used for SEND children.	Ongoing	All staff to be aware.	SEND children able to access curriculum.
	To enable improved access to written information for pupils, parents and visitors.	<ul style="list-style-type: none"><li>• Raising awareness of font size and page layouts will support pupils with visual impairments.</li><li>• Being aware of suppliers of large font books if ever required</li><li>• Auditing signage around the school to ensure that is accessible to all</li><li>• All printing on tinted cream paper to support pupils with dyslexia.</li></ul>	Ongoing	All staff to be aware.	Written communication is readily accessible.
	Improved communication for parents known to have literacy / reading difficulties.	<ul style="list-style-type: none"><li>• Ask parents their preferred communication method on entry to school.</li><li>• Offer daily phone call home.</li></ul>	Ongoing	Class teachers	Daily communication in verbal form where appropriate and necessary.

MEDIUM	Targets	Strategies	Timescale	Responsibility	Success Criteria
	To review children's records ensuring school's awareness of any disabilities.	<p>Information is collected about new children.</p> <ul style="list-style-type: none"> <li>• Records passed up to each class teacher to read.</li> <li>• Teacher/staff member aware of disabilities of children in their classes</li> <li>• Annual reviews</li> <li>• Support Plan meetings</li> <li>• Medical forms updated annually for all children</li> <li>• Personal health plans</li> <li>• Significant health problems – children's photos displayed on staffroom notice board / info kept in separate file in staffroom</li> </ul>	Annually	Class teachers Principal Office staff	Each teacher/staff member aware of disabilities of children in their classes.
LONG TERM	Targets	Strategies	Timescale	Responsibility	Success Criteria
	In school record system to be reviewed and improved where necessary.	Record keeping system to be reviewed.	Continual review and improvement.	Principal Administrator	Effective communication of information about disabilities throughout school.