

Easton Royal Academy: Accessibility Plan 2026 - 2027



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, perspective pupils, with a disability, medical condition or other access needs. Provision may include; liaison with specialists, CPD for staff, a differentiated curriculum, specialist resources to support learning and access to the curriculum, a range of support staff including trained teacher assistants and access arrangements in place for statutory testing.

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum

Targets	Strategies	timescale	Responsibilities	Success Criteria
To tighten agenda of liaison with pre-school providers at transition point 1, into our school. Add disability as an explicit point of enquiry as well as SEND.	To identify who may need adapted or additional provision.	Summer term each year	Principal, EYFS teacher and SENDCo	Provision is in place in advance of children's arrival to school. Record of pre-school liaison Record of parent liaison
To tighten agenda of liaison with previous school at in-year transition points when a pupil moved to our school from another school. Add disability as an explicit point of enquiry as well as SEND.	To identify who may need adapted or additional provision. Add disability specifically to transfer check list.	At point of application	Principal, finance and admin officer	Provision is in place in advance of children's arrival to school. Record of pre-school liaison Record of parent liaison
Review policies to ensure that they reflect inclusive practices and procedures	To comply with the Equality Act 2010	Ongoing. All policies already in place to be reviewed by Feb 2027.	Principal, LGB	All policies clearly reflect inclusive practice and procedures

To maintain close liaison with parents	Use of ISP cycle and meetings to formally review and record pupil experience of school from a parent perspective and take action in the form of support needs and targets	See ISP cycle and priority pupil review cycle	Principal, SENDCo	Parents report positive feelings about the school approach Parent views are recorded as part of ISP cycle and they sign ISPs to approve
To maintain close liaison with outside agencies	To ensure collaboration between all key personnel in support of children with additional needs and disabilities	See ISP cycle and priority pupil review cycle	Principal, SENDCo	Evidence of involvement of outside agencies where appropriate Evidence in priority pupil plans of staff seeking and following specialist advice
To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips, residential visits as well as extra-curricular provision	Create personalised risk assessments and access plans for key children. Liaise with external agencies, identifying training where needed. Ensure that actions, including emergency evacuation procedures are clear and that staff are capable of carrying them out.	Individual risk assessments to be conducted for named pupils through Evolve on every trip or visit. PEEPs are already in place	Principal, SENDCo	Documentary evidence in place (IRAs, PEEPs) Evidence of reasonable adjustments e.g 1:1 support in pace, adaptations to site and/or buildings, scaffolding in curriculum etc.

Aim 2: To improve the physical environment of the school to increase the extent to which pupils with a disability, medical condition or other access needs can access education and services.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Improve the physical school environment, including buildings and furniture	The school will take into account the needs of pupils with physical difficulties and or sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, clear signage and more accessible facilities and fittings.	New handrails by Feb 2027 (outside front steps and inside on hall stairs – both sides).	Principal, SENDCo	Evidence that appropriate considerations have been made Evidence that school have sought support for outside agencies with regard to buildings and furniture requirements for key children and that this advice has been put into practice.

Aim 3: To improve the delivery of information to pupils, staff, parents/carers and other members of the school community

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To enable improved access to written information for pupils, parents and visitors	Create and offer information in alternative formats. Access arrangements are considered and put into place for statutory testing	Ongoing. Alternative format information to be added to school communications and website pages March 2027	Principal, Admin & finance officer	Statements clear in communications and on website
Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so that they can fully support their child's education	Adopt a proactive approach to identifying access requirements of parents and make reasonable adjustments where required. This might include different format written communication, use of a qualified sign-language interpreter (never the child), use of type-talk phone service.	Ongoing	Whole school team	Evidence that reasonable and appropriate measures have been put in place. Positive parental voice and engagement.