



Salford City Academy

The best in everyone™

Part of United Learning

Salford City Academy

Accessibility Plan

Document Owner:	SENDSCO
Last reviewed:	Autumn Term 2025
Next review due:	Autumn Term 2028
Approved by:	LGB

Contents

1. Aims 3

2. Legislation and guidance 3

3. Action Plan..... 4

4. Monitoring Arrangements..... 7

The policy should be read in conjunction with the school's;

- SEND policy
- Supporting students with a medical policy
- Health and Safety policy
- Equality and diversity policy
- Behaviour Policy

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

Our school aims to treat all its pupils equally and with respect. Providing access and opportunities for all pupils without discrimination of any kind is paramount in being an inclusive school. We are committed to providing an environment that enables full curriculum access and values all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional, and cultural needs.

Training of staff is a crucial step in reducing any discrimination, therefore our school regularly trains all staff and governors on equality issues, including the Equality Act 2010.

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

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](#). This plan complies with Section 69 (2) of the Children and Families Act 2014 Regulation 51 and also schedule 1 of the Special Educational Needs and Disability Regulations 2014.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 auxiliary aid or adjustments to premises.

We define equality in line with the Equality Act 2010 and recognise the following protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

We take all advice, guidance and support needed to ensure we meet the needs of children and adults with disabilities, for example from healthcare professionals.

3. Action Plan

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

It may not be feasible to undertake all of the works during the life of the Accessibility Action Plan and therefore some items will roll forward into subsequent plans.

An accessibility audit will be completed by the school towards the end of each period covering the plan and will be used to inform to actions of any subsequent plans.

The 3 areas considered in this plan are:

a) **Improving Education and related activities** - The school will continue to seek and follow the advice of appropriate specialists. The school's SENDCo, in conjunction with class teachers, has the day-to-day responsibility for monitoring the progress and attainment of pupils with disabilities, and ensuring reasonable adjustments are made to enable them to access the curriculum and wider school activities, such as trips and extra-curricular clubs. Staff will be provided with appropriate CPD to enable them to devise a curriculum which seeks to remove potential barriers to learning and addresses the needs of all pupils. The curriculum will also include opportunities to raise awareness of disability in order to promote understanding.

b) **Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school** - The school 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, such as improved access, lighting, acoustic treatment, and colour schemes, and more accessible fixtures and fittings.

c) **Improving the provision of information** -The school will make itself aware of local services, including those provided through the Local Authority, for providing information in alternative formats when required or requested.

Accessibility Action Plan {State years the plan covers}

Section 1: How does school deliver the curriculum? (Educational Provision)

Accessibility outcome	Actions	Person Responsible	Timescale
Staff routinely reduce barriers via adaptive teaching. ≥90% lessons observed show adaptive practice; ≥80% student voice positive on access	Annual SEND & accessibility CPD; one-page strategy sheets; SEND learning walks; coaching on 'Teach–Check–Practice' structure; targeted QA focused on adaptive teaching. Whole school CPD on Adaptive teaching by UL SEND Advisor.	SENCo; Assistant SENCo; T&L Lead	Autumn 2025 – Ongoing work
Assistive technology enables independence. Usage logs show ≥80% implementation; positive student feedback	Audit assistive tech; deploy laptops, screen-readers/read-aloud tools, reader pens, radio aids; micro-training; AT included on Student Passports	AAP – Digital Strategies; SENCo	Spring 2026
Exam access arrangements are implemented consistently and early. 0 compliance issues in JCQ checks; 100% eligible pupils receive AA in mocks and live exams	Publish whole-school timeline; train invigilators & staff; mock exam rehearsals; ensure AR/AA documentation is complete and communicated	Exams Officer; SENCo	Autumn 2025 – Sum 2026 then annual
Reading & oracy barriers addressed across subjects Reading age progress ≥+12 months per year for targeted cohort; staff QA shows routines embedded	Whole-school reading strategy; visual scaffolds; vocabulary routines; oracy protocols; targeted interventions for lowest readers	Literacy Lead; SENCo; HODs	2025–2028
Personalised regulation and inclusion in wider school life	Embed regulation plans & safe spaces; flexible start/'SEND Breakfast'; inclusive trips/visits	SENCo; Pastoral; EVC	Autumn 2025 → ongoing

Trip inclusion ≥95% for SEND cohort (where clinically appropriate); reduced behaviour incidents linked to dysregulation	checklist; clubs prioritising SEND access		
Section 2: Is school designed to meet the needs of all pupils? (Physical Environment)			
Accessibility outcome	Actions	Person Responsible	Timescale
Provide safe access, egress and movement around site.	Accessible ramps created around older parts of the building and site.	site	September 2025
Provide means for safe lifting process in changing areas.	Lifting equipment installed and safety checked.	site	September 2025
Provide accessible classroom furniture.	Rise and Fall desks fitted in all classrooms.	site	September 2025
Section 3: How does school deliver materials in other formats? (Provision of Information)			
Accessibility outcome	Actions	Person Responsible	Timescale
Website and digital platforms meet accessibility standards External check shows WCAG AA compliance; accessibility statement live	Ensure website and key portals meet WCAG 2.2 AA; add alt text, captions, clear headings; publish accessibility statement	AAP – Digital Strategies; Comms	2026
Multi-format communication with families ≥95% parents confirm receipt/understanding (survey); interpreter use logged where needed	Key messages issued in at least two formats (letter/email/text/app); provide interpreters and translated summaries for key meetings	Admin/Comms; Pastoral; SENCo	Autumn 2025 → ongoing
Accessible learning materials. QA sampling shows ≥90% resources accessible; student survey ≥80% agree materials are accessible	Staff provide largeprint/easyread; ensure readaloud compatible PDFs; captioned videos; plain English parent guides	Teaching Staff; SENCo; Literacy Lead	2025-2027

Pupil Profiles and Passports visibility . 100% SEND learners have up to date profile; staff access logs ≥95%	All staff can access one-page profiles via MIS/Teams; update termly; embed into seating plans and lesson planning	SENCo; AAP – Digital Strategies; HODs	Autumn 2025 then termly
Exams and events information No candidate misses an exam due to access info; parent/student satisfaction ≥85%	Provide accessible exam timetables and venue maps; clear signage on the day; quiet waiting areas; easy-read guides	Exams Officer; Admin	Each Exam Cycle

4. Monitoring Arrangements

This document will be reviewed every year. It will be reviewed by the Governing board, Principal, SENDCo and Health and Safety lead.