



Accessibility Plan

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Approved by

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1. Purpose and Strategic Direction of the Academy's Plan: Vision and Values

Upwell Academy maintains high expectations for pupils with disabilities and is committed to ensuring their full participation in all academy activities and the wider community. This policy is underpinned by the principles of equal opportunity. In the planning and delivery of both the Foundation Stage Curriculum and the National Curriculum, teaching staff are expected to set suitable and challenging learning objectives, respond to the diverse needs of pupils, and work to eliminate potential barriers to learning and assessment for all.

1.1 Pupil Data and Academy Audit

Currently, 34% of pupils at Upwell Academy are listed on the Special Educational Needs and Disabilities (SEND) register, presenting a range of needs. These include speech and language difficulties, autism spectrum conditions, emotional and behavioural challenges, and physical disabilities such as hearing impairments and restricted mobility. Medical conditions among pupils include severe allergies and epilepsy.

The academy provides ramp access to the main entrance and has accessible toilet facilities. The interior of the building is fully accessible. Pathways and parking arrangements are regularly reviewed to ensure safety. On-site parking is limited to the side of the academy. Gates remain closed during the academy day to restrict vehicle access; the side gate and canopy are locked, and pupils may only pass through the side gate under supervision.

Emergency and evacuation procedures are currently accessible to all. Alarms are auditory, and designated assembly points are located on the playground, with separate areas for Key Stage 1 and Key Stage 2. If necessary, evacuation will proceed to the Methodist Church in Upwell. The academy will consider the installation of visual alarms should the need arise.

Space for quiet and small group work is limited but available. Furniture and equipment are selected based on standard age-appropriate criteria.

All pupils are encouraged to engage fully with the curriculum. Pupils with disabilities participate in drama productions, music, physical education, and class assemblies. Educational visits, including residential trips, are made accessible to all pupils regardless of attainment or impairment. Staff attend relevant SEND training to support specific needs, and teachers collaborate closely with teaching assistants and external specialists to meet pupils' targets.

Lessons are designed to enable success for all through inclusive, differentiated planning and varied teaching strategies. Access to classroom information is supported through visual timetables and labelled resources. Pupils with visual impairments or reading difficulties are provided with printed materials or written notes as needed.

The academy has a clear policy regarding the administration of medication. Request forms are available electronically from the office. Information about pupils with medical needs or allergies is displayed in appropriate locations, including the kitchen, and shared with lunchtime supervisors and visiting staff via strategy sheets. Inhalers are always taken on off-site visits.

1.2 Stakeholder Consultation

This plan has been developed in consultation with parents, pupils, academy staff, and governors. Feedback from parent consultations and strategy reviews has informed the action plan. Stakeholder input confirms that the academy's curriculum is inclusive of pupils with disabilities. Ongoing monitoring allows for responsive adjustments, and the review process incorporates the views of pupils when planning support.

2. Strategic Priorities of the Academy's Plan

2.1 Enhancing Curriculum Access for Pupils with Disabilities

The academy will undertake the following actions:

- Conduct an audit of the representation of disabled individuals in teaching materials and increase representation where necessary.
- Identify areas of underrepresentation or underachievement among pupils with disabilities.
- Provide professional development for staff on inclusive practices and specific disability-related issues.
- Offer ICT support, including individual laptops and relevant software, to aid learning.
- Introduce termly 'Bravery Awards' for pupils unable to qualify for 'Attendance Awards' due to medical absences.

2.2 Improving Access to Written Information

The academy will undertake the following actions:

- Collaborate with Norfolk County Council support services to provide information in accessible formats such as simplified language, symbols, large print, audiotope, or Braille.
- Make written information for parents available in various formats as needed, ensuring appropriate font size and legibility.
- Consult with parents and pupils to determine preferences during reviews and meetings.

2.3 Enhancing the Physical Environment

The academy will undertake the following actions:

- Explore the feasibility of installing visual alarm systems alongside auditory ones, if required.
- Improve classroom flooring and wall colours to enhance contrast and visibility during internal redecoration.

3. Implementation and Review

3.1 Management, Coordination, and Execution

The academy will undertake the following actions:

- Ensure all academy staff are aware of the Disability Discrimination Act (DDA) and its implications through staff meetings and training.

- The Academy Council will monitor and evaluate the Accessibility Plan regularly.
- The Accessibility Plan will be integrated into the Academy Development Plan while remaining a distinct document.
- The plan will align with the academy's responsibilities under Part 2 and Part 3 of the DDA, as well as Health and Safety, Race Relations, and Human Rights legislation.

3.2 Accessibility of the Plan

Hard copies of the Accessibility Plan are available from the academy office. In accordance with the recommendations of the Disability Rights Commission, the document will be produced in a minimum font size of 14 points.