Upwell Academy

Accessibility Plan

September 2026

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Approved by

Consultation Group	Senior Leadership Team
Approval Committee	Academy Committee
Implementation Date	September 2026
Review Date	September 2027

Version Control

Version	Summary of Changes	Consultation Group	Effective Date
1.0	New Plan - no changes	Senior Leadership Team	September 2025

1.1	Pupil Data updated, Legislation references updates and reformatting action plan into a table	Senior Leadership Team	September 2026
1.2	Automatic Adrenaline Injectors (AAIs) added to sec 1.1	Academy Committee	September 2026

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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. The academy is committed to making reasonable adjustments to ensure pupils with disabilities are not placed at a substantial disadvantage compared with their peers. 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, 29% 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, social, emotional and mental health (SEMH) needs, 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 and Automatic Adrenaline Injectors (AAIs) are always taken on off-site visits.

1.2 Stakeholder Consultation

This plan has been developed in consultation with parents, pupils, academy staff, and members of the Academy Committee. 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 Accessibility Plan

1. Improving access to the curriculum.
2. Improving access to information.
3. Improving the physical environment.

Priority	Actions	Lead	Timescale	Success Criteria
1. Improve access to the curriculum for pupils with disabilities	Continue to develop adaptive teaching strategies across all year groups through coaching, monitoring and professional development.	Principal / SENCO	Ongoing	Lesson visits and book scrutiny demonstrate effective adaptive teaching and appropriate support for pupils with disabilities.
1. Improve access to the curriculum for pupils with disabilities	Audit curriculum resources to ensure appropriate representation of people with disabilities and increase representation where required.	Subject Leaders	Annual	Curriculum materials across subjects include positive and diverse representations of disability.
1. Improve access to the curriculum for pupils with disabilities	Identify any areas of underachievement, reduced participation or disproportionate outcomes for pupils with disabilities and implement targeted interventions where necessary.	Principal / SENCO	Termly	Pupil progress and participation data demonstrate narrowing gaps and increased engagement.
1. Improve access to the curriculum for pupils with disabilities	Maintain the use of visual timetables, communication boards, now-and-next boards and other communication supports where appropriate.	SENCO / Class Teachers	Ongoing	Pupils requiring communication supports are provided with appropriate resources and can access learning successfully.
1. Improve access to the curriculum for pupils with disabilities	Provide staff training in autism, speech and language development, Makaton, sensory processing needs and inclusive classroom practice.	SENCO	Annual Training Programme	Staff confidence and competence improve through training evaluations and classroom practice.
1. Improve access to the curriculum for pupils with disabilities	Provide ICT support, including laptops, tablets, assistive technology and accessibility software where appropriate.	SENCO / Computing Lead	Ongoing	Pupils requiring assistive technology can access learning independently and make expected progress.

Priority	Actions	Lead	Timescale	Success Criteria
1. Improve access to the curriculum for pupils with disabilities	Continue to ensure all educational visits, enrichment activities, performances, clubs and residential visits are accessible to pupils with disabilities.	Educational Visits Coordinator	Ongoing	All pupils can participate in enrichment opportunities through reasonable adjustments where necessary.
1. Improve access to the curriculum for pupils with disabilities	Continue recognition of achievement, resilience and perseverance through inclusive reward systems, including consideration of medical needs when applying attendance-related awards.	Senior Leadership Team	Ongoing	Pupils with disabilities report feeling included and valued within academy life.
2. Improve access to written and digital information	Make academy communications available electronically upon request and ensure documents use accessible layouts, fonts and formats.	Principal / Office Team	Ongoing	Parents and carers can access information in formats suited to their needs.
2. Improve access to written and digital information	Provide information in alternative formats, including large print, simplified language, symbol-supported text and audio formats where required.	SENCO / Office Team	Ongoing	Requests for alternative formats are met promptly and effectively.
2. Improve access to written and digital information	Consult with parents, pupils and external agencies regarding specific accessibility requirements during reviews and meetings.	SENCO	Ongoing	Accessibility needs are identified and addressed in a timely manner.
2. Improve access to written and digital information	Monitor compliance of the academy website with accessibility requirements and implement improvements where necessary.	Principal / Website Administrator	Annual Review	Website accessibility audit demonstrates ongoing compliance and improvement.
2. Improve access to written and digital information	Provide translation support and translated documents where reasonably required.	Office Team	Ongoing	Families with English as an additional language can access key information.
3. Improve the physical environment of the academy	Undertake an annual accessibility audit of the site and grounds.	Principal / Site Manager	Annually	Accessibility issues are identified, prioritised and addressed through planned improvements.
3. Improve the physical environment of the academy	Review and maintain pathways, entrances, gates, parking arrangements and external routes to ensure accessibility and safety.	Site Manager	Termly	Site remains safe and accessible for pupils, staff and visitors.

Priority	Actions	Lead	Timescale	Success Criteria
3. Improve the physical environment of the academy	Consider the feasibility and necessity of visual alarm systems alongside auditory alarms where required.	Principal / Site Manager	During Annual Review	Appropriate adjustments are implemented where identified through need.
3. Improve the physical environment of the academy	Review accessibility arrangements for outdoor learning, educational visits and use of the wider school grounds.	Outdoor Learning Lead	Annual Review	Pupils with disabilities are able to access outdoor learning activities safely and successfully.
3. Improve the physical environment of the academy	Consider accessibility requirements during all refurbishment, redecoration and capital improvement projects, including colour contrast, signage and physical access.	Principal / Site Manager	Ongoing	Accessibility is incorporated into all future improvement projects.
3. Improve the physical environment of the academy	Review availability and suitability of quiet spaces and small-group learning environments for pupils with sensory or additional needs.	SENCO	Annual Review	Appropriate spaces are available and effectively used to support pupil needs.

3. Implementation and Review

Objective	Actions	Lead	Timescale	Success Criteria
Ensure effective implementation of the Accessibility Plan	Monitor progress against all objectives and report annually to the Academy Committee.	Principal	Annually	Academy Committee receives and scrutinises annual progress reports.
Ensure compliance with current legislation	Ensure staff are aware of the Equality Act 2010, the Public Sector Equality Duty and their responsibilities regarding reasonable adjustments and inclusion.	Principal / SENCO	Annual Training	Staff demonstrate awareness of statutory duties and inclusive practice.
Ensure continuous improvement	Review the Accessibility Plan annually and update actions in response to changing pupil needs, site developments and stakeholder feedback.	Principal / Academy Committee	Annual Review	Plan remains relevant, compliant and responsive to academy needs.

3.2 Accessibility of the Plan

The academy will make this Accessibility Plan available in alternative formats on request, including larger print and electronic versions, where reasonably required to meet the needs of pupils, parents, carers, staff or visitors.