



## Accessibility Plan (in support of EMAT Accessibility Policy) 2026-2028

Development Area and Objective	Action	Timescale and Resources (including any costings)	Success Criteria	Outcome and Evaluation
<p><b>Increase access to the curriculum for pupils with a disability</b></p>	<p>Ensure that all classrooms are supportive to the needs of pupils, with a consistent offer.</p> <p>Review the curriculum to ensure that it is representative and inclusive.</p> <p>Ensure that pupils with individual needs are able to access a differentiated and where necessary, adapted curriculum.</p> <p>Ensure that external professional advice is engaged and implemented for the benefit of pupils, engagement, progress and life chances.</p> <p>Ensure that resources are available to support pupils with a disability, including nurture and therapeutic provision.</p> <p>Ensure that visits are inclusive of all pupils within a cohort.</p>	<p>In place and ongoing review</p>	<p>Classrooms are set up to expectations (access to Safe Ports, supportive displays and messages etc)</p> <p>Pupil voice evidences engagement.</p> <p>Pupils with disabilities engage in extra-curricular activities.</p> <p>Curriculum is representative and engaging.</p> <p>External professional's reports are implemented through Individual Learning Plans and adapted activities are in place.</p> <p>Resourced areas for inclusion - Nurture, Shemara (EYFS + KS1), Turbinia (KS2)</p>	
<p><b>Improving the environment of the academy to increase the extent all students can</b></p>	<p>Ensure school staff and governors (Academy Council) are aware of any access issues.</p>	<p>In place and ongoing review</p>	<p>SEND objectives in place and staff are aware of needs of academy stakeholders.</p>	

<p><b>take advantage of education and associated services</b></p>	<p>Ensure that all stakeholders are able to access rooms utilized for learning and meetings by reviewing access.</p> <p>Ensure exterior lighting is effective and steps are clearly marked. Hazards are evident.</p> <p>Reminder to parents and carers to feedback any difficulties with regards to access, via newsletters.</p> <p>Ensure a PEEP (Personal Emergency Evacuation Plan) is in place and reviewed for anyone in the academy that has a physical impairment.</p>		<p>Pupils, parents and carers have access to areas of academy.</p> <p>Lighting is efficient and effective.</p> <p>Steps are marked in yellow and hazards identified.</p> <p>Parents and carers feedback any difficulties.</p> <p>PEEPs are prepared and in place.</p>	
<p><b>Improve the delivery of information which is provided in writing.</b></p>	<p>Ensure that key messages are available in an accessible electronic format: Class Dojo, email, text and newsletters.</p> <p>Incorporate new technology where available.</p> <p>Key information available on website.</p> <p>Investigate and engage with professional advice in light of any new specific needs for parent/carer or child.</p>	<p>In place and ongoing review</p>	<p>Parents and carers up to date with key information and well informed regarding academy information.</p> <p>Information accessible for parents, carers and pupils.</p>	