



Cabot
Learning
Federation

Accessibility Plan City Academy Bristol

March 2026

History of most recent Policy changes

Version	Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
V1.0	March 2026	Document Creation	Template for Academy use created	The requirement to have a plan in place in each Academy and to be reviewed every 3 years.

Contents

History of most recent Policy changes.....	2
Contents.....	3
1 Introductory Statement.....	4
2 Background.....	4
3 Increasing the extent to which disabled pupils can participate in the Academy curriculum.....	6
4 Improving the physical environment of the school to increase access to education by disabled pupils.....	8
5 Improving the delivery of information to disabled pupils.....	10
6 Increasing the extent to which disabled pupils can participate in the Academy curriculum.....	12
7 Improving the physical environment of the Academy to increase access to education by disabled pupils	Error! Bookmark not defined.
8 Improving the delivery of information to disabled pupils.....	Error! Bookmark not defined.

○ **Introductory Statement**

- 1.1 This Accessibility Plan has been drawn up in consultation with the Principal and SENDCo of the Academy and covers the period from March 2026 – March 2029. The plan is available in large print or other accessible format if required.
- 1.2 The plan takes account of the Academy's public sector equality duty set out in section 149 of the Equality Act 2010.
- 1.3 We are committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

2 Background

2.1 The Academy's layout and facilities

- 2.1.1 The Academy is committed to making reasonable adjustments to allow disabled pupils to access educational provision at the Academy.
- 2.1.2 We plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the Academy in the following areas:
 - increase the extent to which disabled pupils can participate in the Academy curriculum
 - improve the physical environment of the Academy to increase access to education by disabled pupils
 - improve the delivery of information to pupils, staff, parents and visitors with disabilities.
- 2.1.3 Attached are three action plans relating to the above. These will be reviewed as and when necessary. It is acknowledged that there will be need for ongoing awareness training for all staff in the matter of disability discrimination and the potential need to inform attitudes on this matter.
- 2.1.4 The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
 - Academy prospectus
 - Disability equality scheme
 - Equality, diversity and inclusion information and objectives statement
 - health and safety policy
 - SEND Policy and Information Report

2.1.5 The Plan will be monitored by the Academy Council. There will be a full review of the Plan in March 2029 when a new Plan will be produced to cover the next three years.

2.2 Welcoming and preparing for disabled pupils

2.2.1 Where it is practicable to make reasonable adjustments to enable a prospective pupil to take up a place at the Academy and to satisfy the current admissions criteria, the Academy is committed to providing those reasonable adjustments.

2.2.2 In order to meet the needs of disabled pupils, the Academy requires full information. The Academy will ask prospective pupils to disclose whether they have received any learning support, have had an educational psychologist's report or have any disability or other condition of which the Academy should be aware. Where a pupil has an Education, Health and Care (**EHC**) plan the Academy will work with the Local Authority (**LA**) which makes and maintains the EHC plan to ensure that the identified provision is delivered appropriately.

2.2.3 In assessing the pupil or prospective pupil, the Academy may need to take advice and require assessments as appropriate. The Academy will be sensitive to any issues of confidentiality.

3. Increasing the extent to which disabled pupils can participate in the Academy curriculum

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Enable staff to increase their knowledge and understanding of needs of disabled pupils and adapting the curriculum.	Training of staff, to include CPD led by key health professionals.	Staff confidence in providing appropriate teaching and support to more fully meet the requirements of disabled pupils' needs with regards to accessing the curriculum.	1 Year	Flexible approach to disabled pupils and increase in access to the National Curriculum. Success of disabled pupils in examinations
Short term	All students to have access to appropriate technology to support their learning.	<p>Access to laptops and training on for students on the use of assistive technology.</p> <p>Training for new staff in the use of assistive technology is built into the structure of the new staff induction programme.</p> <p>Develop the use of laptops, exam pens and apps consistently for relevant students.</p> <p>Use of technology to support early identification of need.</p>	<p>Increase student use of assistive technology as their usual way of working</p> <p>SEND students can fully access the curriculum and learning.</p> <p>SEND students become more independent in their learning</p>	1 Year	<p>When all students can access lessons independently.</p> <p>Assistive technology is in place and numbers of students accessing assistive technology is increasing.</p>

Short term	Classrooms to be organised in a way that is suitable for all learners with a physical impairment or disability	All staff with students and if appropriate, external advisors to audit their classroom and highlight any concerns.	SEND students can fully access the curriculum and learning.	Ongoing	Stakeholders report that students are happy and successful in their learning and can safely access the school site
Medium term	Ensure all school trips are accessible for all students with disabilities and medical needs.	Review of school trips with SLT link. Trip leaders to check with SLT link and SENDCo as part of the trips procedures. Training for trip leaders if required. Health Care Plans in place and other arrangements with access to support staff if required. All staff organising trips to identify appropriate transport, staffing and any individual student adjustments required by individual students.	All students are fully included in trips	All trip risk assessments for ensuring accessibility must be completed in line with Academy policy and be submitted 6 weeks before the trip and reassessed prior to the trip in case of any changes.	All students can access trips. Risk assessments for SEND students' - part of Evolve system and HCP are accessible to all staff.
Long term	Accessibility to extracurricular activities for all students.	Audit of participation in enrichment activities and representation on Year and the Academy Student Council representative of the Academy population. Access and uptake of Duke of Edinburgh monitored and		Ongoing	Evidence of increased participation of all students in the enrichment opportunities.

		supported for relevant students.			
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4. Improving the physical environment of the school to increase access to education by disabled pupils

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	The environment is fully accessible for students with PD attending the Academy	Seek advice from LA Sensory Support Service, Occupational Therapy (OT) or Health. Completion of site review. Operations Manager to discuss recommendations of the report. SENDCo to regularly meet with specialist services to review needs of students.	All areas are accessible for students	Where students are identified adaptations made within 1 week of starting. Ongoing as part of review process	Site review completed. The physical environment is accessible for all students.
Short term	Specialist equipment is provided for students with physical disabilities to support accessibility	Advice sought from primary schools, OT and /or Health regarding specialist equipment for transitioning students.	Areas within the academy are made more accessible.	Ongoing	Specialist equipment is sourced and serviced/maintained

		Current students regular reviews and equipment sourced as need changes			
Medium term	Ensure that accessibility to all areas is reviewed and maintained.	Complete Accessibility audit Action any recommendations.	Accessibility of the environment is reviewed in line with the needs of students.	Annually	Physical environment is accessible to all. Completion of annual audit.
Long Term	Ensure the sensory needs of students are met	Complete sensory audits for students with sensory needs of all students particularly those with Autism Spectrum Condition (ASC), assessing the learning environment. Review and plan to incorporate further access to low arousal areas. Introduction of a sensory room or area.	Students' sensory needs are effectively met within the Academy.	Ongoing	Key areas are assigned as low arousal areas and students use these to manage their sensory needs. A sensory room or area is in place and operational.

5. Improving the delivery of information to disabled pupils

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Ensuring availability of written material in alternative formats	Staff to enlarge text if required to do so or use assistive technology	If needed, the academy could provide written information in alternative formats as well as translations to different languages and visual symbols.	Ongoing – within two weeks of being made aware of need.	<p>Delivery of information to disabled pupils is improved.</p> <p>Become aware of the services available through the LA for converting written information into alternative formats.</p> <p>Adapted papers requested for external examination resources.</p>
Medium term	The Academy to use more visuals around the building.	EDI Lead and Operations Manager to review current visual signage throughout the Academy.	Students to be able to access the building more easily.	Annually	The building will be more accessible to those who have language needs.

					More visuals and signs in language and symbols.
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