



CORE
EDUCATION
TRUST

Accessibility Plan (School)

Approved by:	Board of Trustees	Date:
Last reviewed:	August 2026	
Next review due by:	August 2029	
Monitoring & Review	Education – Every 3 years	

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Accessibility Plan 2026-2027 City Academy

1. Introduction

- All schools within CORE Education Trust share common values and an ethos that every child matters. Our support for all children within our care extends to those children with additional needs that require assistance to help them fulfil their potential.
- Each school within CORE Education Trust shall ensure that:
- the special educational needs of students will be addressed and student will not be labelled or disadvantaged by any policy or procedure operated within the Trust;
- it works in partnership with parents and appropriate external agencies to support students with special educational needs and will use its best endeavours ensure that appropriate provision is secured for any student with special educational needs in order to achieve agreed outcomes;
- it has a Special Educational Needs Co-ordinator (SENCO). The SENCO will maintain and regularly review the SEN record held in respect of an individual student and co-ordinate support. However, it will be the responsibility of all staff to support individual students, to implement strategies suggested by the SENCO and generally be responsible for ensuring that students receive provision appropriate to their needs and agreed outcomes; and
- children and young people with SEN engage in the activities of the school alongside students who do not have SEN
- All support provided and decisions taken have regard to these general principles as well as the legal framework set out in the Children & Families Act 2014, the SEND Regulations 2014 and the SEND Code of Practice 2015.
- This accessibility plan lays out the aims, targets and strategies to ensure that all SEND students have equality of access to all aspects of provision at City Academy.

2. Accessibility Plan

AIM	TARGET	STRATEGIES (short, medium & long term)	OUTCOMES	TIME FRAME S	GOALS
Increasing the extent to which disabled students can participate in the school curriculum	<p><i>Students have access to a range of resources.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Staff follow One Page Profiles and Physical Disability Plans.</i></p> <p><i>Ensure curriculum progress tracked for all pupils including those with a physical disability.</i></p> <p><i>Ensure SMART targets are set and teaching staff are involved in APDR cycle.</i></p> <p><i>Provide regular SPD for staff.</i></p> <p><i>Ensure the school offers a differentiated curriculum.</i></p>	<p><i>Resources to be available in different formats.</i></p> <p><i>To be modelled across the Academy via assemblies and in staff SPD.</i></p> <p><i>SENDCO and T&L team complete regular QA.</i></p> <p><i>Under achievement is highlighted and appropriate intervention implemented.</i></p> <p><i>SENDCO completes termly reviews. Staff review targets termly.</i></p>	<p><i>Students are able to work independently in lessons.</i></p> <p><i>Students engage with positive role models with disabilities.</i></p> <p><i>Pupils achieve greater success and meet targets.</i></p> <p><i>Pupils make progress in line with their abilities</i></p> <p><i>Pupils achieve greater success and meet targets.</i></p> <p><i>Staff have a better understanding of how to differentiate the curriculum for pupils with SEND</i></p>		<p><i>Improved delivery of the curriculum for students with disabilities.</i></p> <p><i>Inclusive learning environment.</i></p> <p><i>All students are safe.</i></p>

		<p><i>Level 1 ASD training for all staff.</i></p> <p><i>Review option choices available at KS4.</i></p>	<p><i>Wider range of subjects made available to those who cannot access GCSE's e.g. functional skills</i></p>		
<p>Improving the physical environment of the school to increase access to education by disabled students</p>	<p><i>Lifts</i></p> <p><i>Disabled toilets on each floor.</i></p> <p><i>EVAC Chair lift for injuries during evacuation.</i></p> <p><i>Water facilities on each floor.</i></p> <p><i>Ensure students with temporary mobility problems/injuries have full access to the Academy</i></p> <p><i>Ensure students with Physical Disabilities are able to access the Academy by collaborating with external agencies.</i></p>	<p><i>Lifts to be maintained and any issues resolved efficiently.</i></p> <p><i>Toilets to be maintained and checked daily.</i></p> <p><i>Key staff to be trained on the use of the EVAC chair.</i></p> <p><i>Toilet areas to be maintained checked daily.</i></p> <p><i>Risk assessment to be completed to allow them to return to school to enable them to fulfil their potential.</i></p> <p><i>The school SENDCO collaborates with the Physical Disability Support Service to</i></p>	<p><i>Students, staff and visitors are able to access all floors in the academy.</i></p> <p><i>Students, staff and visitors have access to a disabled bathroom on each floor.</i></p> <p><i>In the event of an emergency staff are trained to evacuate students, staff and visitors with a physical disability.</i></p> <p><i>Students, staff and visitors have access to handwashing facilities and drinking water on each floor.</i></p> <p><i>Maintain or improve attendance</i></p> <p><i>Individual support plans are put in place for students with Physical Disabilities to ensure they</i></p>		<p><i>Improved access to the school site.</i></p> <p><i>Inclusive learning environment for all.</i></p> <p><i>Maintain attendance.</i></p> <p><i>Maintain progress and attainment.</i></p>

		<i>ensure that students with physical disabilities are able to access the school site.</i>	<i>are able to access the Academy safely and independently .</i>		
Improving the delivery of information to disabled students	<p>Improve the development of resources for those who have visual/hearing impairments.</p> <p>Increase the use of visual TT for those who need it.</p> <p>Internal signage to be accessible to students.</p>	<p>Staff to use technology to support learning- IPADS, laptops, Voice dictation, read aloud functions, reader pens.</p> <p>SEND team to provide visual timetables.</p> <p>Task boards to be used in lessons.</p> <p>Floors and room numbers to be easily identifiable.</p> <p>Colour floor coding.</p>	<p>Ensure students have appropriate equipment that can be used in all classrooms.</p> <p>Students can navigate the Academy independently .</p> <p>Students can access the learning at their own pace and independently .</p> <p>Students can navigate the Academy independently .</p>		<p>Students are able to access the curriculum independently</p> <p>Progress and attainment gap between SEND and non SEND student reduces.</p>

3. Monitoring and Evaluation

City Academy will ensure the successful delivery of this accessibility plan through the following monitoring and evaluation strategies

- *This document will be reviewed by the SENDCO and AHT responsible for SEND termly.*
- *This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary.*
- *It will be approved by the Headteacher.*

- *It will be approved by the Local Governing Body.*