Accessibility Plan 2025–2028

1. Introduction

Plashet City of London Academy is committed to fostering an inclusive environment in which all students are able to participate fully in academy life and achieve successfully within a culture of high expectations, safety, belonging and respect.

The academy recognises that accessibility extends beyond the physical environment and includes access to learning, communication, relationships, enrichment opportunities and wider participation within the academy community. Accessibility is therefore understood as an integral part of the academy's wider commitment to inclusion, equity and excellence.

In line with the Equality Act 2010 and the SEND Code of Practice (2015), the academy is committed to removing barriers to participation and ensuring that students with disabilities and Special Educational Needs and/or Disabilities (SEND) are not placed at a substantial disadvantage.

This plan reflects the principles outlined within the Plashet City of London Academy SEND Policy and should be read alongside the academy's Equality Objectives, Behaviour Policy, Safeguarding Policy and Teaching and Learning Policy.

2. Legislation and Guidance

This Accessibility Plan meets the requirements of Schedule 10 of the Equality Act 2010 and the Department for Education guidance relating to accessibility for students with disabilities.

The Equality Act 2010 defines disability as a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

The academy recognises its duty to make reasonable adjustments in order to reduce disadvantage and support accessibility for students with disabilities across all aspects of academy life.

3. Accessibility Principles

The academy believes that accessibility is best promoted through high-quality inclusive teaching, adaptive classroom practice, positive relationships and an inclusive academy culture. We recognise that all staff play an important role in ensuring that students experience an environment in which they are able to feel safe, valued, supported and successful.

The academy recognises its duty to make reasonable adjustments in order to ensure that students with disabilities are able to access education and wider academy life as fully as possible.

The academy maintains ambitious expectations for all students whilst recognising that some students may require reasonable adjustments, adapted approaches or additional support in order to access learning and participate successfully within academy life. The academy also recognises that barriers to participation may arise through aspects of the physical environment, communication systems, curriculum design, sensory demands, emotional wellbeing or wider academy systems and routines.

Accessibility planning therefore forms part of the academy's wider commitment to inclusion, safeguarding, wellbeing and equity. The academy is committed to working collaboratively with students, families and external professionals in order to identify barriers to participation and support successful access to learning and wider academy life.

4. Access to the Curriculum

The academy is committed to ensuring that all students are able to access a broad, balanced and ambitious curriculum.

High-quality teaching remains central to the academy's approach to inclusion. Adaptive teaching approaches, explicit instruction, scaffolding and responsive classroom practice support students to access learning successfully whilst maintaining high expectations and promoting independence over time. The academy recognises that many barriers to participation can be reduced effectively through carefully planned universal provision and inclusive classroom practice.

Where appropriate, reasonable adjustments and additional support may be implemented in order to reduce disadvantage and support access to learning. This may include adaptive teaching strategies, accessible learning resources, support for emotional regulation, assistive technology, modified materials or wider pastoral and wellbeing support where appropriate.

The academy also recognises the importance of ensuring accessibility within wider aspects of academy life including educational visits, enrichment opportunities, leadership roles, extra-curricular provision and transition processes. Consideration is given to ensuring that students with disabilities and SEND are able to participate meaningfully within the wider life of the academy.

5. The Physical Environment

The academy continues to develop and maintain an environment that supports accessibility for students, staff, families and visitors with disabilities.

The academy recognises that accessibility within the physical environment contributes significantly to students' safety, independence, wellbeing and participation within academy life. The academy also recognises that aspects of the site may present additional challenges for some students, particularly those with physical disabilities or mobility difficulties. Consideration is therefore given to safe movement around the site, accessibility of classrooms and shared spaces, accessible toilet and changing facilities, sensory accessibility, signage, evacuation procedures and the suitability of learning environments for a diverse range of needs.

The academy maintains appropriate processes for assessing and supporting safe movement around the site and will continue to consider accessibility, safety and reasonable adjustment within planning and risk assessment processes where appropriate.

The academy will continue to review the accessibility of the physical environment and make reasonable adjustments where appropriate in order to support participation and access. This may include consideration of classroom organisation, movement around the site, accessibility of specialist teaching areas and the provision of appropriate facilities and support arrangements.

Accessibility considerations will continue to form part of future site developments, premises planning and ongoing site review processes.

6. Access to Information

The academy is committed to ensuring that information is accessible to students, families and the wider community.

The academy recognises that accessible communication is an important aspect of inclusion and participation. Information should therefore be communicated in ways that are clear, supportive and accessible to a diverse range of needs where appropriate.

This may include adapted materials, accessible communication approaches, visual supports, translated materials where appropriate and accessible digital communication. The academy also recognises the importance of maintaining clear and collaborative communication with families and values student voice as part of inclusive practice.

Consideration will continue to be given to the accessibility of academy communication systems, digital resources and wider information sharing processes.

7. Monitoring and Review

The academy recognises that accessibility planning is an ongoing process and that accessibility needs may change over time.

The academy will continue to review accessibility through ongoing quality assurance processes, student and family feedback, accessibility reviews and governor oversight. Monitoring activities may include consideration of participation, student experience, accessibility of provision and wider inclusion within academy life.

This plan will be reviewed every three years, or sooner where necessary in response to changes in legislation, guidance, academy provision or identified accessibility needs.

8. Accessibility Action Plan 2025–2028. Complaints and Accessibility Concerns

Area	Priority	Actions	Responsibility
Curriculum Access	To continue to develop inclusive classroom practice across the academy	• Continue to develop and maintain adaptive teaching approaches and inclusive classroom practice which support students to access an ambitious curriculum. • Continue to support reasonable adjustments which support students to access an ambitious curriculum. • Continue to provide staff training and guidance relating to SEND, adaptive teaching and accessibility where appropriate.	SENCO / LT / Curriculum Leaders
Curriculum Access	To support accessibility across wider academy life	• Continue to review and support accessibility of enrichment opportunities, educational visits and wider participation within academy life. • Continue to consider accessibility and participation within wider academy life and extra-curricular provision.	Pastoral Team / Educational Visits Lead
Physical Environment	To maintain an accessible learning environment	• Continue to review and maintain accessibility of the site, including classrooms, shared spaces and accessible facilities where appropriate. • Continue to review evacuation procedures where appropriate. • Continue to ensure accessibility considerations form part of premises planning and site review processes. • Continue to support staff with reduced mobility and risk assessment to support movement around the site appropriately and safely.	Site Team / LT

Physical Environment	To support safe movement around the academy site	• Continue to review movement around the site and risk assessment processes for students with physical disabilities or mobility difficulties where appropriate. • Continue to consider student safety, independence and accessibility within movement planning and support arrangements.	Site Team / SENCO / LT
Information Access	To improve accessibility of communication and information	• Continue to develop accessible communication approaches and adapted materials where required. • Continue to support accessibility of information for students, families and the wider academy community.	SENCO / Administration Team
Information Access	To support accessibility of digital communication	• Continue to review accessibility of digital communication, online resources and wider information systems where appropriate.	IT Team / Administration Team

8. Complaints and Accessibility Concerns

Concerns relating to accessibility will be managed in accordance with the academy's complaints procedures.

9. Linked Policies

This plan should be read alongside:

- SEND Policy
- Equality Objectives
- Behaviour Policy
- Child Protection & Safeguarding Policy
- Teaching and Learning Policy
- Supporting Students with Medical Conditions Policy

10. Review Information

This Accessibility Plan is a statutory document required under the Equality Act 2010. It is for the academic years 2025–2028 and will be reviewed on a three-year cycle. The next scheduled review date is May 2028.

Responsibility for oversight and implementation of this policy sits with the LT Line Manager for SEND in collaboration with the Local Governing Board