



Axbridge C of E Academy

Together We Inspire, Thrive & Excel

ACCESSIBILITY PLAN





School	Axbridge C of E Academy
Plan period	September 2026 to September 2029
Review	Reviewed annually; full plan renewed by September 2029
Responsible leads	Headteacher and SENDCo, with oversight through Wessex Learning Trust governance arrangements

1. Purpose and commitment

Axbridge C of E Academy is committed to ensuring that disabled pupils can participate fully in school life and are not placed at a substantial disadvantage. Our approach is rooted in the school's vision of 'Life in all its fullness' and our commitment that everybody is known, precious and has a voice.

This plan sets out how the school will, over time, increase access to the curriculum, improve access to the physical environment and improve the availability of information in accessible formats.

The statutory focus of this plan is disabled pupils. The school also seeks to make its environment, communication and activities accessible to staff, families and visitors, in line with the wider duties that apply.

2. Legal framework

This Accessibility Plan is prepared under the Equality Act 2010, including the accessibility planning duties in Schedule 10. It should be read alongside the school's SEND Information Report, Equality Information and Objectives, Supporting Pupils with Medical Conditions arrangements, Educational Visits procedures and other relevant Trust and school policies.

Under the Equality Act 2010, disability is defined broadly as a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

The school makes reasonable adjustments to policies, practices and provision, including auxiliary aids where reasonable. Improvements to physical access are planned through the school's accessibility planning duty.

3. Our approach to accessibility

- Anticipate barriers where possible rather than waiting for a pupil to experience disadvantage.
- Start with the individual pupil: needs, strengths and preferences will inform reasonable adjustments.
- Work with pupils, parents/carers and relevant professionals when planning significant adjustments.
- Ensure accessibility covers the whole school experience, including lessons, PE, Collective Worship, educational visits, clubs, enrichment, performances and pupil leadership.
- Review the effectiveness of adjustments and change them when needs, circumstances or the school environment change.
- Use staff development, assistive technology, specialist advice and physical adaptations proportionately to improve access.

4. Current accessibility at Axbridge

The school has made a number of adaptations over time to improve inclusion and access. These include an extended Reception environment with improved movement and access, personalised learning and quiet spaces, a sensory room, and work to keep communal circulation areas clear and usable.

The school also recognises that accessibility is wider than mobility. Sensory, communication, visual, hearing, cognitive and emotional regulation needs can all affect a pupil's access to learning and school life. Accessibility will therefore be considered whenever the site, curriculum, resources or routines are reviewed.

5. Identifying and responding to need

Accessibility needs may be identified through admission and transition information, SEND and medical information, pupil or parent/carer feedback, professional advice, staff observation, risk assessment, access audits or changes to the school environment.

Where an individual pupil requires a significant adjustment, the school will record the adjustment through the most appropriate existing mechanism - for example an individual support plan, medical plan, risk assessment, personal emergency evacuation plan (PEEP) where required, or other SEND documentation - rather than duplicating paperwork within this plan.



6. Accessibility action plan 2026-2029

The plan is reviewed annually. Individual reasonable adjustments are made as required and are not dependent on the annual review cycle.

Increasing access to the curriculum

Priority / barrier	Action	Lead	Timescale	Success / evidence	Review
Individual accessibility needs are identified promptly.	At admission, transition and when needs change, identify barriers and agree reasonable adjustments with the pupil/family and relevant professionals. Record significant adjustments in the appropriate pupil documentation.	SENDCo / class teacher / SLT	On admission, transition and as needs change	Pupils have the adjustments, aids or support needed to participate. Evidence is visible in pupil plans, provision and pupil/parent feedback.	At least annually and when needs change
Staff knowledge keeps pace with the needs of pupils.	Use the annual pupil-needs audit to identify focused staff development in areas such as communication, sensory regulation, physical access, adaptive teaching and assistive technology.	SENDCo / SLT	Annual training cycle; additional training as required	Staff can explain and apply relevant adjustments consistently. Training responds to actual cohort need rather than being generic.	Annual
Disabled pupils can participate in the wider curriculum.	Review access to trips, PE, clubs, enrichment, performances, Collective Worship and pupil leadership. Plan reasonable adjustments early, including transport, staffing, equipment and risk assessment where needed.	EVC / SENDCo / activity leads	Ongoing; checked during planning	Participation is not unnecessarily restricted by disability. Barriers and adjustments are recorded when relevant.	Annual participation review



Improving access to the physical environment

Priority / barrier	Action	Lead	Timescale	Success / evidence	Review
Physical barriers are identified systematically.	Complete a proportionate annual accessibility audit of entrances, routes, thresholds, toilets, teaching spaces, outdoor areas, lighting, acoustics, signage and emergency escape. Use the DfE 2026 Inclusive Education Estates guidance to inform priorities.	Headteacher / SENDCo / Trust estates	Annual; first 2026-27 audit by end of Term 2	A short prioritised record identifies barriers, actions, responsibility and any capital implications. Urgent pupil-specific issues are addressed without waiting for the annual audit.	Annual
Sensory and quiet spaces remain purposeful and accessible.	Maintain and review personalised learning, quiet and sensory spaces, including outdoor provision. Seek pupil/staff feedback and avoid these areas becoming storage or losing their intended function.	SENDCo / SLT / class teams	Ongoing	Spaces are available, safe and used for the pupils who benefit from them; feedback indicates they support regulation and access.	Termly informal check; annual formal review
Emergency arrangements reflect individual access needs.	Review emergency evacuation arrangements whenever a pupil, member of staff or regular user has needs that may affect safe evacuation. Put a PEEP or other individual arrangement in place where required.	Headteacher / SENDCo / site lead	On admission, appointment or change of need; annual check	Relevant individuals can evacuate safely and staff understand agreed arrangements. Plans are reviewed after drills or significant changes.	At least annually



Improving the delivery of information

Priority / barrier	Action	Lead	Timescale	Success / evidence	Review
Written information is not accessible in its standard form for every user.	Provide key information in an alternative or adapted format when required. This may include larger print, simplified or pictorial information, different contrast/layout, electronic copies, assistive technology or other formats identified with the pupil/family.	SENDCo / office / teaching staff	As required	Pupils and families can access essential information in a form they can use. Requests are responded to promptly and proportionately.	Annual process check
Digital information and published documents may create avoidable barriers.	Keep the school website accessibility statement under review and work towards accessible digital content, including clear structure, meaningful links, accessible PDFs/documents, appropriate alternative text and captions where relevant.	Headteacher / office / web provider / Trust support	Ongoing; accessibility statement reviewed at least annually	New digital content is created with accessibility in mind; identified issues are logged and prioritised. The website accessibility statement is current.	Annual

How impact will be evidenced

- pupil and parent/carers feedback where relevant;
- SEND reviews, provision records and individual plans;
- participation in trips, clubs and wider opportunities;
- accessibility and estates audits;
- staff training records and evidence of consistent practice;
- website/digital accessibility checks and updated accessibility statement;
- records of completed environmental or equipment improvements.



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7. Monitoring, review and governance

The Headteacher and SENDCo will review progress against this plan annually. Significant accessibility issues or barriers identified during the year will be addressed when they arise rather than being deferred to the formal review.

Progress will be reported through the school's established governance and Trust arrangements. The annual review may be incorporated within SEND/inclusion monitoring so that accessibility is evaluated as part of the wider picture of pupil experience and provision.

A new three-year Accessibility Plan will be prepared by September 2029, or sooner if there are significant changes to the school site, pupil population or statutory requirements.

8. Publication and related information

This plan will be published on the school website. Accessible or alternative versions of school information will be provided where required and reasonable. The school's separate website Accessibility Statement should explain the accessibility of the website itself and how users can report digital accessibility problems.

9. Approval and review record

Plan adopted	September 2026
Approved by	To be completed in line with Wessex Learning Trust governance arrangements
Annual review 1	September 2027
Annual review 2	September 2028
Full review due	September 2029