



2025 -  
28



# The ContinU Plus Academy Accessibility Plan



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The Accessibility Plan and the accompanying action plans set out how the ContinU Plus Academy (CPA) will promote equality of opportunity for disabled people. At the CPA we aim to make sure that disabled people are equal to all other members of the community in accordance with the Equality Act 2010 <http://www.legislation.gov.uk/ukpga/2010/15/contents>

A disabled person is someone who has a physical or mental impairment which has a substantial and long-term effect on his or her ability to carry out normal day-to-day activities.

At the CPA teachers and support staff aim to work in partnership with students and their parents/carers to ensure all students can receive a high-quality education within a system that values the diversity of all students and the wider community.

## Aims of this Plan

Schools are required under the Equality Act 2010 <http://www.legislation.gov.uk/ukpga/2010/15/> contents to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which students with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable students with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to students with disabilities

Our school aims to treat all its students and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness, and removing any barriers to communication.

At the CPA teachers and support staff aim to work in partnership with students and their parents/carers to ensure all students can receive a high-quality education within a system that values the diversity of all students and the wider community.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

[Working together to improve outcomes for children and young people with special education needs and disabilities](#)  
Working Together to improve the lives of children and young people in Worcestershire.

Our school’s complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff and governors of the school.

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a student with disabilities faces in comparison with a student without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.



### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

The information set out in the column of 'current good practice' are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice – you will need to adapt it to suit your school's context.

AIM	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
CURRICULUM Increase access to the curriculum for students with a disability	Our school offers a differentiated curriculum for all students		ADAM THOMPSON	ANNUAL REVIEW	CURRICULUM POLICY & OUTCOMES
	We use resources tailored to the needs of students who require support to access the curriculum	List of resources available. List of resources to purchase.	SENDCo	Ongoing	STUDENT OUTCOMES
	Curriculum resources include examples of people with disabilities				
	Curriculum progress is tracked for all students, including those with a disability	Complete regular progress via focus sheet and assessments	Deputy Head and Head of Year	Ongoing	STUDENT OUTCOMES
	Targets are set effectively and are appropriate for students with additional needs		DSL / SENCO	Ongoing	DEVELOP AN INDIVIDUAL SUPPORT PLAN

AIM	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	The curriculum is reviewed to make sure it meets the needs of all students	Complete regular reviews of the school's curriculum.	SLT/SENDCo	Ongoing	SLT/SENDCo will review the curriculum to ensure it is meeting the needs of all students.
	Provide training for staff on skills and knowledge in supporting students with SEND and their welfare in the classroom.	Staff meetings/ briefings.	SENDCo	Throughout the year.	All staff awareness of students with disabilities.
	Ensure any student with a disability is clearly identified on the ILP/Focus sheet.	SENDCo to all disabilities to the students ILP/Focus sheets	SLT/SENDCo	Ongoing	All staff awareness of students with disabilities.
	All school visits and trips need to be accessible to all students.	Risk assessments.	Head of year/ Trip co-ordinator/ SENDCo	Ongoing	All staff awareness of students with disabilities. All students are able to access all school trips and take part in a range of activities.
	Review PE curriculum to ensure PE is accessible to all students	Review PE curriculum	Head of PE/SLT/SENDCo	Yearly	All students have access to PE and are able to excel, for example via support from an adult.

AIM	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	Ensure children with disabilities can take part equally in whole school events, lunchtime and after school activities	Review whole school events, lunchtime and after school activities	SLT/SENDCo	Ongoing	Children with disabilities feel able to participate equally in out of school activities

AIM	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
ENVIRONMENT Improve and maintain access to the physical environment	Our school’s environment is adapted to the needs of students and parents/carers as required. This includes: <ul style="list-style-type: none"> <li>• Seating</li> <li>• Ramps</li> <li>• Elevators</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>	Regular safety checks to maintain all items are up to date and in working order.	Site manager.	Termly & as per health checks and safety schedule.	The environment is adapted as appropriate to the current needs. Adapted to needs of students in school as required and as advised by specialist services if appropriate.

AIM	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	Engage with specialist services for guidance to improve the environment as required.		SENDCo Site manager	Annually and as required	Adapted to needs of the students in school as required and / required as advised by specialist agencies.
	Ensure all children with physical disabilities can be safely evacuated from building in the event of an emergency (ensure all staff are aware of their responsibilities)	Annually, and as new children join the school throughout the year	Health and safety committee Inc. Operations Manager SENDCo		All physically disabled persons can be safely evacuated.
	Disabled members of staff and visitors have a place to park in the staff car park near the school main entrance		Site manager	Ongoing	There is a place for disabled members of staff and visitors to park throughout the day.
	Transition meeting to ensure full awareness of any accessibility to environment needs so adaptations can be planned. Ensure awareness of access needs for visitors, parents and carers.		Transition Lead & SENDCo	Summer Term or as requested	Staff have full awareness of any accessibility issues and therefore can plan effectively to overcome barriers and ensure a smooth transition and accessibility
	Maintain safety for visually impaired people		Site Manager SENDCo	Annually, and as new children join the school throughout the year	Visually impaired people feel safe in school grounds

AIM	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	Review PE curriculum to ensure PE is accessible to all students	Review PE curriculum	Head of year/ Trip co-ordinator/ SENDCo	Annually	All students have access to PE and are able to excel, for example via support from an adult.
	Ensure disabled children can take part equally in whole school events, lunchtime and after school activities	Review whole school events, lunchtime and after school activities	SLT lead for Co-Curricula/SENDCo	As required	Disabled children feel able to participate equally in out of school activities
<p><b>INFORMATION</b></p> <p>Improving the availability of accessible information to students with disabilities.</p>	<p>Our school uses a range of communication methods with students and parents/carers to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Braille</li> <li>• Induction loops</li> <li>• Pictorial or symbolic representations</li> <li>• Digital, audio or video formats</li> </ul>		Site Manager, SENDCo, Class teachers	Annually and as required	Students to have access to information needed and adaptations made as per need and in response to specialist guidance and need.
Offer additional support to meet the needs of young carers and their families	Home visits for parents'/carers evenings Translator when required		SENDCO	Ongoing	Adaptations made to support accessibility of information for parents/carers.

AIM	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	Detailed Individual Health Care Plans to be written for all students with a medical condition. This is to be reviewed annually by parents/carers. Staff are informed of any changes to medical plans as applicable.		First Aid Lead, Health care professionals, parents.	Reviewed annually or if any changes.	Students with medical needs will have an Individual Health Care Plan which has been agreed with parents/carers and reviewed annually.
	Continue to work with specialist support services such as hearing and visually impaired to ensure guidance of correct equipment and resources for need.	Maintain communication with specialist agencies.	SENDCo All teachers/TA's	Ongoing and as required	All Visually or hearing-impaired students have appropriate support in order to access information.
	<p>Ensure staff are aware of students needs and requirements of students in order to support delivery of information. Class teachers to be aware of the needs of the students.</p> <p>Ensure the Academy is aware of the needs of visitors and parents/carers who may need written information in a different format and provided in a timely manner.</p>	Staff meeting/share updates	All staff / SENDCo	Ongoing	<p>All staff have appropriate information in order to support and ensure accessible information for all students including those that are disabled.</p> <p>All visitors and parents/carers can access information</p>
	Seating plans to be considered in order to support accessibility of information for students.		All staff	Ongoing	Seating plans are adapted as appropriate in order to support accessibility of information for all students and so teachers are taking into consideration needs and disabilities

AIM	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	<p>Communication with Parents</p> <p>Ensure parents have access to our SEN provision/SEN school offer.</p> <p>Ensure parents/carers can regularly be in contact with the SENDCO</p>	<p>Weekly parent/carers sessions.</p>	<p>SENDCo</p>	<p>Ongoing</p>	<p>Parent/carer school communication is strong.</p> <p>Parents/carers confidently contact SENDCO for support and advice.</p>
	<p>Student Voice Children with SEND are given opportunities to share their concerns, their views and their ideas</p>	<p>Appoint a Student advocate.</p>	<p>SENDCo</p>	<p>Ongoing</p>	<p>Children voice is heard and acted upon.</p>

## 4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by Samantha Ward/Aimee Blunden (SENDSCO) and Craig Murphy (Business Manager/HR).

It will be approved by the governing board Mrs Julie Reilly and Sara Devo headteacher.

## 5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting students with Medical Conditions Policy

**A copy of the Accessibility Plan is published in its entirety on the CPA's website ([www.continuplus.org.uk](http://www.continuplus.org.uk)).**

**Date Policy Created: June 2025**  
**Member of Staff Responsible: Craig Murphy (Business Manager/HR)**  
**Review Date: July 2028**

Signed:  
(Staff member responsible)

Signed:  
(Headteacher)

Signed:  
(Chair of Governors)