



Accessibility Plan 2026 – 2029

Person Responsible:	SENDSCO
Date Reviewed	July 2026
Date of Next Review	July 2029

Accessibility Plan

This policy complies with the statutory requirement laid out in the Equality Act of 2010 and should be read in conjunction with the following policies and documents:

- Admissions Policy
- Special Educational Needs (SEN) Information Report
- SEND Local Offer
- Behaviour for Learning Policy
- Safeguarding Policy
- Medical Needs Policy
- Anti-bullying policy
- Disability Equality Statement
- Equal Opportunities Policy (Staff and Students)
- Health & Safety Policy

Academy Trustees are responsible for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

Definition (Equality Act 2010)

The Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

Fulwood Academy believes that the following categories of students are included under this definition:

- Learning difficulties
- Dyslexia
- Autistic Spectrum Condition (ASC)
- Speech and language impairment
- Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD)
- Diabetes
- Epilepsy
- Physical disabilities including visual and hearing impairments
- Memory difficulties
- Dyspraxia

Current Position

Fulwood Academy is based in a building that was purpose built in 2012, meaning that the facilities for students, staff, governors and visitors with special educational needs and disabilities are excellent.

Physical Access

- Lift and 2 stair lifts.
- Disabled toilets on both floors, and shower facilities.
- 8 disabled parking bays.
- The open plan design of the building makes it accessible for wheelchairs so there is little congestion, although problems can occur when one of the stair lifts is used when other students are in transition between lessons.
- The majority of rooms are carpeted and have window blinds, making the acoustics good. The only exceptions to this are the Theatre, Sports Hall and Dining Room. Microphones are also available in classrooms for hearing impaired students.
- Dark carpets and white walls provide good contrast for visually impaired students.
- The handrails on stairs do not finish abruptly and the bottom step has a contrasting strip so that the visually impaired are aware when they reach the bottom.
- All rooms have wall displays, as do the corridors around the academy.
- There is a first aid room on site with a fridge to house medicines, hand basin, bed, chairs, emergency diabetic packs and first aid box.
- Policies are available on the academy website. These can be downloaded and text size altered where necessary.
- The Academy has height adjustable tables in our Technology workshops and Food Technology rooms.
- Slide boards are available to students to aid with toilet and wheelchair transfers.
- Academic hub is the area in the academy dedicated to vulnerable students and those with SEND.
- Interactive whiteboards move up and down to allow access to all students.
- First to leave passes are provided for first exit from class for those that need to avoid busy spaces while not impacting on learning.

Curriculum

- Assessments of ability and reading age on entry to the academy.
- Access arrangements identified and implemented for external exams and internal assessments.
- Special Educational Needs Support register and Support plans for students on the register distributed to staff.
- Teaching assistant support in lessons subject to needs of students.
- Withdrawal and intervention groups for literacy and maths
- Mental health wellbeing support through our wellbeing and mental health mentor who will collaborate and facilitate sessions with external agencies such as Compass Bloom, school health.
- Staff training/INSETs for specific SEND.
- Alternative curriculum pathways for students who aren't able to follow a typical curriculum.
- Access to external agencies available for those students in need of it e.g. educational psychologist.
- Coloured overlays and reading rulers available and referral to Specific Literacy Difficulty Eye Clinic when required.
- Differentiation of resources and language in lessons. All students will benefit from the use of adaptive strategies in class
- Access to IDL computer software for those students with Literacy Difficulties.
- Homework clubs to support learning in school.
- Lunchtime quieter area for students who find the lunch hall overwhelming

- Year 6-7 transition programme and support to transition from Y11-12 to college for those students requiring support.
- Application for Education Health & Care Needs Assessment (EHCP) where appropriate.
- Liaison with specialist teachers from the SEND service where necessary.
- Regular EHCP & Pupil Passport reviews.
- Use of tracking systems to track progress.
- An effective and supportive pastoral system.
- Nurture and Social Skills groups, support for mental health and well being access to mentoring.
- Setting of targets ensuring all students achieve their personal best.
- Other tools, resources and devices that may support a student accessing the curriculum.
- Care plans for students with specific health needs that requires action and regular administration of medication

Written Information

- Important information is sent via text to parents and is put onto the academy's website.
- Key policies, newsletters and other documentation available on the academy website in a variety of languages and immersive reader.
- Staff available to help parents read and complete documents if needed.
- Facilities available to enlarge documents if required.

Actions Going Forward 2026-2030

Physical Access

- Accessibility audit of site annually.
- Address any concerns arising from new intake.
- Ensure all rooms have good acoustics for students with hearing impairments.
- Empty, quiet space available for students to go to when feeling angry/overwhelmed.
- Visual fire alarm system and vibrotactile pagers.

Curriculum

- Improved differentiation of resources and language used in lessons.
- Further training for teaching staff in specific areas of SEND.
- Improved access to practical curriculum (e.g. PE, Technology) for students with physical disabilities.
- To evaluate the range of qualifications offered in the Academy, to ensure that all students have the best chance of achieving to their potential e.g. to offer Functional Skills English and Maths & BTECs to those that cannot access GCSE subjects.
- To continue to monitor students with SEND in class and through tracking procedures.
- To ensure that all staff use passports to help them plan lessons appropriate to the students.
- Access to a larger number of interventions such as speech & language therapy.
- Access to technology e.g. reading pens, laptops, voice to text methods.

Written Information

- Ensure information is available in multiple formats for the visually impaired.
- Written information for students differentiated appropriately.